GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

Addendum No. 1
To
ARCHITECHURAL/ENGINEERING SERVICES FOR
JOHN BRENT ELEMENTARY SCHOOL
Solicitation No: DCAM-19-AE-RFP-0004

Issued: June 21, 2019

This Addendum No. 1 is issued and hereby published on the DGS website on June 21, 2019. Except as modified hereby, the Request for Proposals ("RFP") remains unmodified.

Item #1 Pre-Proposal Conference Sign-in Sheet and Business Cards are hereby (Exhibit 1)

Item #2 Existing Conditions Drawings (Exhibit 2)

Item #3 Attachment A (DCPS Brent RFP Narrative and Specification) is hereby revised as set forth in Exhibit 3)

By: Franklin Austin
Contracting Officer

Date: 6/21/2019

- End of Addendum No. 1 –

Exhibit 1

Pre-Proposal Conference Sign-in Sheet and Business Cards

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DEPARTMENT OF GENERAL SERVICES

IF YOU HAVEN'T JOINED OUR CONSTANT CONTACT EMAIL DISTRIBUTION LIST, PLEASE CHECK "NO" BELOW AND WE WILL SEND YOU AN EMAIL INVITATION TO JOIN

ARCHITECHURAL/ENGINEERING SERVICES FOR JOHN BRENT ELEMENTARY SCHOOL

Solicitation #: DCAM-19-CS-AE-0004

Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: Julie Eppinger Lehman Phone: 202.370.9526
   Company: Interface Engineering (MEP/FP)
   Email Address:
   Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
   Is your company a certified business enterprise? YES ☐ NO ☒
   Type of services performed: MEP/FP/Build. Tech./Commissioning
   Interested in bidding as a prime or a subcontractor? Subcontractor

2. Name: Byron Spears FSI-engineers Phone: 202-580-9200
   Company:
   Email Address: byrons@fsi-engineers.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒
   Is your company a certified business enterprise? YES ☐ NO ☒
   Type of services performed:
   Interested in bidding as a prime or a subcontractor? Subcontractor

3. Name: Amanda Cole Phone: 407.227.2779
   Company: LandDesign
   Email Address acole@landdesign.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒
   Is your company a certified business enterprise? YES ☐ NO ☒
   Type of services performed: Landscape Arch.
   Interested in bidding as a prime or a subcontractor? Sub.

4. Name: Marisa Brown Phone: 202.758.2036
   Company: STUDIO Architects
   Email Address: mbrown@studioarchitects.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: Architecture
   Interested in bidding as a prime or a subcontractor? Prime

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Solicitation #: DCAM-19-CS-AE-0004

Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: Jessie Berg Phone: (202) 861-1600
Company: Gordon PC
Email Address: jberg@gordondc.us.com
Have you registered for the Constant Contact E-Mailing List? YES ☑ NO ☐
Is your company a certified business enterprise? SBE YES ☑ NO ☐
Type of services performed: civil engineering
Interested in bidding as a prime or a subcontractor? Sub

2. Name: CRAIG WRIGHT Phone: 202 615 5783
Company: McKISSACK & McKISSACK
Email Address: CRAIGW@MCKISSACKDC.COM
Have you registered for the Constant Contact E-Mailing List? YES ☑ NO ☐
Is your company a certified business enterprise? YES ☑ NO ☐
Type of services performed: ARCHITECTURE
Interested in bidding as a prime or a subcontractor? PRIME/SUB

3. Name: Amoy McGhee Phone: 9/626-0690
Company: K. McGhee + Assoc
Email Address: amoy@kmc-architects.com
Have you registered for the Constant Contact E-Mailing List? YES ☑ NO ☐
Is your company a certified business enterprise? YES ☒ NO ☐
Type of services performed: Architecture
Interested in bidding as a prime or a subcontractor?

4. Name: Surya Gosine Phone: 202.425.7746
Company: Global Engineering Solutions
Email Address: surya@theges.com
Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
Is your company a certified business enterprise? YES ☒ NO ☐
Type of services performed: MEP+FP
Interested in bidding as a prime or a subcontractor? Sub

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Solicitation #: DCAM-19-CS-AE-0004

Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: CHRIS PAPP Phone: 202-695-2058
   Company: BRADLEY SITE DESIGN
   Email Address: CPAPP@BRADLEYSITEDESIGN.COM
   Have you registered for the Constant Contact E-Mailing List? YES ☑ NO ☐
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: LANDSCAPE ARCHITECTURE, PLANNING
   Interested in bidding as a prime or a subcontractor? SUBCONTRACTOR

2. Name: Jenna Bolino Phone: 202-506-7344
   Company: Studio MB
   Email Address: jbolino@studiombdc.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: Architecture
   Interested in bidding as a prime or a subcontractor? Prime.

3. Name: Amy Daniels Phone: 202.525.2720
   Company: Newman Architects
   Email Address: adaniels@newmanarchitects.com
   Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
   Is your company a certified business enterprise? YES ☐ NO ☒
   Type of services performed: Architecture / Interiors / Planning.
   Interested in bidding as a prime or a subcontractor? Prime.

4. Name: Lanshing Hwang Phone: 202.595.1999
   Company: Symbiosis, Landscape Architecture & Playscape
   Email Address: lanshingh@symbiosis-la.com
   Have you registered for the Constant Contact E-Mailing List? YES ~~☐~~ NO ☐
   Is your company a certified business enterprise? YES ~~☐~~ NO ☐
   Type of services performed: Landscape Architecture, planning & playscape
   Interested in bidding as a prime or a subcontractor? Sub

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Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: Kwame Bailey Phone: 202.744.0577
   Company: DLR Group
   Email Address: kbailey@dlrgroup.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: A/E
   Interested in bidding as a prime or a subcontractor? PRIME

2. Name: PAUL LUND Phone: 703 901 7615
   Company: HORD COPLAN MACHT
   Email Address: Plund@HCM2.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☐ NO ☑
   Type of services performed: ARCH
   Interested in bidding as a prime or a subcontractor? Sub.

3. Name: Jaime Alvarez Phone: 202 289 4545
   Company: AMT, LLC.
   Email Address: jalvarez@amtengineering.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: Civil engineering/consulting, surveying
   Interested in bidding as a prime or a subcontractor? Prime

4. Name: Sam Hunter Phone: 571-325-4055
   Company: Bohler DC
   Email Address: Shunter@bohlereng.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: Civil
   Interested in bidding as a prime or a subcontractor? Sub

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Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: Brian Wasserstein Phone: 202-400-2188
   Company: ECS Capital Services, PLLC
   Email Address: bwasserstein@ecslimited.com
   Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: Engineering Consulting
   Interested in bidding as a prime or a subcontractor? Sub

2. Name: David Bell Phone: 202 548 7570
   Company: BELL Architects
   Email Address: david.bell@BELLarchitects.com
   Have you registered for the Constant Contact E-Mailing List? YES ☑ NO ☐
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: Architect
   Interested in bidding as a prime or a subcontractor? prime

3. Name: MARIA GORODEBKAYA Phone: 202 244 5101
   Company: Shinberg Levinas Architects
   Email Address: MARIA@ShinbergLevinas.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: ARCHITECT
   Interested in bidding as a prime or a subcontractor? PRIME

4. Name: JEFFREY MORRISON Phone: 202-628-1600 x200
   Company: A+F ENGINEERS
   Email Address: JMORRISON@AF-ENGINEERS.COM
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: STRUCTURAL
   Interested in bidding as a prime or a subcontractor? SUB

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Solicitation #: DCAM-19-CS-AE-0004

Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: ANDREW ARNOLD Phone: (202) 375-7900
   Company: GEOCAPITOL ENGINEERING LLC
   Email Address: aarnold@geocapeng.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: GEOTECHNICAL & MATERIALS TESTING
   Interested in bidding as a prime or a subcontractor? SUB

2. Name: Jacquelyn Glover Phone: 202-898-1999
   Company: Delon Hampton & Assoc - Civil & Structural
   Email Address: jglover@delonhampton.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: Civil & Structural Design
   Interested in bidding as a prime or a subcontractor? SUB

3. Name: DENNIS ROBERTS Phone: 571-243-4359
   Company: RESTL DESIGNERS
   Email Address: droberts8484@VERIZON.net
   Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: STRUCTURAL ENGINEERING
   Interested in bidding as a prime or a subcontractor? Sub

4. Name: Amanda Ou Phone: 202-731-4694
   Company: DCPS
   Email Address: amanda.ou2@k12.dc.gov
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☐
   Is your company a certified business enterprise? YES ☐ NO ☐
   Type of services performed: _____
   Interested in bidding as a prime or a subcontractor? _____

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Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: Craig Kubicz Phone: 202-638-4040
   Company: Wiles Mensch - DC
   Email Address: CKubicz@wilesmensch.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☐
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: Civil - Survey - Landscape. Dry Utilities
   Interested in bidding as a prime or a subcontractor? Sub

2. Name: JC SANCHEZ Phone: 202.550.4580
   Company: LITTLE
   Email Address: jc.sanchez@littleonline.com
   Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
   Is your company a certified business enterprise? YES ☐ NO ☒
   Type of services performed: ARCHITECTURE
   Interested in bidding as a prime or a subcontractor? PRIME

3. Name: Charmaine Josidle / Scott Stewart Phone: 202.679.2520
   Company: SK+A Structural Engineers, PLLC
   Email Address: charmainej@skdengineers.com / scotts@skdengineers.com
   Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: Structural
   Interested in bidding as a prime or a subcontractor? Sub

4. Name: MATT BRASSARD Phone: 202-803-5419
   Company: NITSCH ENGINEERING OF DC
   Email Address: mbrassard@nitschengdc.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒
   Is your company a certified business enterprise? YES ☒ NO ☐
   Type of services performed: CIVIL ENGINEERING
   Interested in bidding as a prime or a subcontractor? SUBCONTRACTOR

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Pre-Proposal Conference
JUNE 10, 2019

Sign-in Sheet

1. Name: Jessica Norton Phone: 202-505-3646
   Company: Engenium Group, LLC
   Email Address: jnorton@engeniumgroup.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☑ NO ☐ CBE, DBE, LBE
   Type of services performed: MEP Engineering
   Interested in bidding as a prime or a subcontractor? sub-contractor

2. Name: Sara Bruckman Phone: 202 505 3646
   Company: Engenium Group, LLC
   Email Address: sbruckman@engeniumgroup.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☑
   Is your company a certified business enterprise? YES ☑ NO ☐
   Type of services performed: MEP Engineering
   Interested in bidding as a prime or a subcontractor? sub-contractor

3. Name: Bill Richardson Phone: 410-573-9148
   Company: Educational Systems Planning
   Email Address: brichardson@educationalsystemsplanning.com
   Have you registered for the Constant Contact E-Mailing List? YES ☒ NO ☐
   Is your company a certified business enterprise? YES ☐ NO ☒
   Type of services performed: IT/AV Security
   Interested in bidding as a prime or a subcontractor? Sub

4. Name: Lizbeth Melendez Phone: 703-525-6268
   Company: CMTA - Zero Energy / MEP
   Email Address: lmelendez@cmta.com
   Have you registered for the Constant Contact E-Mailing List? YES ☐ NO ☒ plz sign me up!
   Is your company a certified business enterprise? YES ☐ NO ☒
   Type of services performed: MEP/Zero Energy
   Interested in bidding as a prime or a subcontractor? subcontractor

ECS

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Project Architect

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WASHINGTON DC 20009

TEL 202 506-7344
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Exhibit 2
Existing Conditions Drawings

https://bdsd.box.com/s/znehxdj7md4y6koveo7uhtb0l49zb0w8

Please follow the link above and select "Not a part of Brailsford and Dunlavey" then follow the instructions provided.

Attachment A
Updated and Current Educations Specifications

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Brent Elementary School
Modernization Program
Prepared: January 4, 2019

School: Brent Elementary School
Address: 301 North Carolina Ave SE, Washington, DC 20003
Grades Served: PK3 - 5
SY18-19 Enrollment: 447 students
Future Student Enrollment: 515 students
Programs:

Brent Elementary School, located in Ward 6 is an elementary school that serves students grades Prekindergarten (age 3) through grade 5. In School Year 2018-2019 Brent's enrollment was 447 students. Two modular classrooms were added to the property during Summer 2018. After review of the DC Office of Planning population, the DCPS student enrollment team expects enrollment to grow to 515 students by School Year 2025-2026.

The draft sheet for the 515- future student enrollment and the educational specification front-end narrative are included in the appendix. The programmatic requirements are subject to change and the design team will work closely with DCPS to the feasibility of fitting the entire program on the small property. The Brent facility received an early "Phase I" modernization, which did not "right size" classrooms to meet 21st Century classroom size standards, so the existing classrooms are undersized. As part of the design process, the selected design team shall participate in continuous visioning sessions to better understand the community vision and school culture.

The existing site poses many challenges in that it is one of DCPS' smaller sites in terms of outdoor space per student. A core part of the design for this project will be producing an extremely efficient design that maximizes all available outdoor space for student use while meeting the required square footage outlined in the educational specification.

The Design Team will be asked to look at various schemes to complete the full modernization of Brent Elementary School. Part of the team's evaluation should include the feasibility to expand and add a fourth floor to the existing 3-story classroom wing. In addition, given the limited funding for the project, DCPS is interested in any opportunity to phase the modernization. This would include potentially building an addition first to help alleviate the current space challenges due to expanded enrollment. It's important that the addition be planned such that its location ultimately supports the final modernization design, which is not currently funded.

Brent Elementary School
301 North Carolina Ave SE
Washington, DC 20003

Office of the Chief Operating Officer
Facility Planning and Design
Site-Specific Educational Specification

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Enrollment	515	**School Type**	Elementary
Lunch Periods	3	**Staff**	80
Title One	No		
Count of TS	34		
100% Efficient Capacity	497	**Other**	Other Drop Down
Total SQFT	80,085	**Other**	Other Drop Down

Academic Spaces

Space	Description	Qty	Size	Total
E-ACA-1	Pre-S/Pre-K	4	1025	4,100
E-ACA-1a	Kindergarten/Grade 1 Classroom	7	1025	7,175
E-ACA-1b	Pre-S/Pre-K/Kindergarten/Grade 1 Classroom storage	11	100	1,100
E-ACA-2	Early Childhood/Montessori	Optional	1125	0
E-ACA-3	Pre-S/Pre-K/Kindergarten/Grade 1 Restroom	11	60	660
E-ACA-4	Early Elementary Resource / Small Group Room	0	0	0
E-ACA-5	Outdoor Storage - Early Childhood	1	0	0
E-ACA-6	Grades 2-5 Classroom	12	900	10,800
E-ACA-7	Specials Lab	1	1000	1,000
E-ACA-8	Discovery Commons Activity Area	1	2000	2,000
E-ACA-9	Resource / Small Group Room	5	360	1,800
E-ACA-10	Self-Contained Classroom Grades 2-5	1	900	900
E-ACA-10a	Self-Contained Classroom Grades Pre-S - 1	1	1025	1,025
E-ACA-10b	Self-Contained Classroom Grades Pre-S - 1 restroom	1	60	60
E-ACA-10c	Self-Contained Classroom Grades Pre-S - 1 storage	1	100	100
E-ACA-11	OT / PT	2	450	900
E-ACA-12	Speech / OT / PT shared storage	2	150	300
E-ACA-13	Independent Area	1	75	75
E-ACA-14	Special Education Coordinator Office	1	150	150
E-ACA-15	Teacher Collaboration Room	3	300	900
E-ACA-16	General classroom storage	1	200	200
E-ACA-16a	Leveled reading storage room	1	300	300
E-ACA-16b	Laptop cart storage	3	75	225
E-ACA-17	Outdoor Classroom	1	0	0
E-ACA-18	Garden	1	Garden Size	Garden Size
E-ACA-19	Speech	1	150	150
E-ACA-20	Specials Office/Storage	1	250	250
			Sub-Total	34,170

Library Spaces

Space	Description	Qty	Size	Total
E-LIB-1	Reading/Learning/Circulation Room	1	2500	2,500
E-LIB-2	Makerspace	1	500	500
E-LIB-3	Small Group Room	2	150	300
E-LIB-4	Combined Office / Workroom	1	400	400
E-LIB-5	Conference Room	1	250	250
			Sub-Total	3,950

Visual Arts

Space	Description	Qty	Size	Total
E-VA-1	Art Lab	1	1000	1,000
E-VA-2	Kiln Room	1	60	60
E-VA-3	Art Storage	1	150	150
			Sub-Total	1,210

Performing Arts Spaces

Space	Description	Qty	Size	Total
E-PA-1	General Music Room	1	900	900
E-PA-2	General Music Storage	1	250	250
			Sub-Total	1,150

Physical Education Spaces

Space	Description	Qty	Size	Total
E-PE-1	Gymnasium	1	3400	3,400
E-PE-2	Stage (optional)	1	700	700
E-PE-3	Office	1	225	225
E-PE-4	Gym Storage	1	400	400
E-PE-5	Chair Storage	1	150	150
E-PE-6	Bicycle Storage	1	250	250
E-PE-7	Outdoor Storage	1	0	0
E-PE-8	Playgrounds	2	0	0
If Dining and Gymnasium are adjacent, maximum SF shall be 5,000 SF between the two spaces			Sub-Total	5,125

Admin Spaces

Space	Description	Qty	Size	Total
E-AD-1	Entrance Lobby	Gross Up	Gross Up	-
E-AD-2	Welcome Center	1	558	558
E-AD-3	Security Area	1	75	75
E-AD-4	Conference Room	1	200	200
E-AD-5	Principal's Office	1	200	200
E-AD-6	Administrative Office	3	150	450
E-AD-7	Administrative Workroom	1	400	400
E-AD-8	Records Room	1	150	150
E-AD-9	Parent Resource Center	1	200	200
E-AD-10	Counselor's Office	2	150	300
E-AD-11	Student Services	2	150	300
E-AD-12	Student Services Conference	1	200	200
E-AD-13	After School Program Office	1	300	300
E-AD-14	Staff Lounge	1	400	400
E-AD-15	Wellness / Lactation Room	1	150	150
			Sub-Total	3,883

Health Services Spaces

Space	Description	Qty	Size	Total
E-HS-1	Waiting Area	1	150	150
E-HS-2	Treatment Area	1	150	150
E-HS-3	Cots	1	100	100
E-HS-4	Office	1	100	100
E-HS-5	Storage	1	25	25
E-HS-6	Toilet	1	50	50
			Sub-Total	575

Student Dining Spaces

Space	Description	Qty	Size	Total
E-SD-1	Student Dining Area	1	2747	2,747
E-SD-2	Multipurpose	0	5000	0
E-SD-3	Stage (optional)	0	700	0
E-SD-4	Chair / Table Storage	1	225	225
E-SD-5	Kitchen / Food Preparation	1	650	650
E-SD-6	Serving Area	1	400	400
E-SD-7	Dry Food Storage	1	350	350
E-SD-8	Freezer / Cooler	1	250	250
E-SD-9	Ware Washing	1	200	200
E-SD-10	Cleaning Storage	1	60	60
E-SD-11	Food Service Office	1	150	150
E-SD-12	Toilet / Lockers	1	150	150
If Dining and Gymnasium are adjacent, maximum SF shall be 5,000 SF between the two spaces			Sub-Total	5,182

Building Services

Space	Description	Qty	Size	Total
E-BS-1	Supply Storage	1	150	150
E-BS-2	Toilet/Shower/Locker Room	1	150	150
E-BS-3	Custodial / DGS Office	2	150	300
E-BS-4	Large Group Restrooms	Included in Gross Up		-
E-BS-5	Custodial Closet	9	25	225
E-BS-6	Electrical Closet	Included in Gross Up		-
E-BS-7	MDF room	1	200	200
E-BS-7a	IDF room	3 minimum	100	300
E-BS-8	Corridors	Included in Gross Up		-
E-BS-9	Mechanical/Electrical Space/Decks			-
E-BS-10	Custodial Equipment Storage	1	300	300
E-BS-11	Central Storage Area	1	515	515
E-BS-12	Receiving Area	1	150	150
E-BS-13	Staff Restroom	Gross Up	65	-
E-BS-14	Family Restroom	Gross Up	65	-
E-BS-15	Technology Storage	Included in Gross Up		-
E-BS-16	Laundry Room	1	80	80
			Sub-Total	2,370

Building Subtotal		57,615
Building Gross-up	39%	22,470
Building Total Sq. Ft.		**80,085**

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

EDUCATIONAL SPECIFICATIONS

APPENDIX A

VERSION 1.0
March 1, 2019

1200 First Street, NE | Washington, DC 20002 | T 202.442.5885 | F 202.442.5026 | dcps.dc.gov

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS OWNER PROJECT REQUIREMENTS (OPR)

General Notes

- All items included in this document are Basis of Design (BOD) only.
- Substitutions or deviations will be considered on a case by case basis and should be communicated to DCPS Facility Planning and Design for approval.
- Additionally, deviations from the design specifications made by the contractor must be communicated to DCPS Facility Planning and Design for approval.

Division 01 – GENERAL REQUIREMENTS

- 01 33 00 SUBMITTAL PROCEDURES
    - DCPS shall review the following submittals at a minimum:
        - Door Hardware and Keying
        - Electronic Access Control
        - Intrusion Detection
        - HVAC Controls and Sequencing
        - Millwork
        - Plumbing Fixtures
        - Room Signage
        - FF&E
        - Kitchen Equipment
- 01 77 00 CLOSEOUT PROCEDURES
    - Trainings
        - All trainings shall be professionally recorded
        - A schedule of trainings shall be a deliverable of design development package
    - An itemized list of attic stock shall be provided to DCPS to review and approve
- 01 81 19 INDOOR AIR QUALITY REQUIREMENTS
    - All spaces shall include CO2 monitors/monitoring
- 01 91 13 GENERAL COMMISSIONING REQUIREMENTS
    - Commissioning agent requirements
        - The commissioning agent shall:
            - Be on the project team in schematic design and review all document milestones.
            - DCPS shall receive a copy of all reviews/reports.
            - Provide turnover of sample pre-functional and functional checklists during the schematic design phase.
            - Provide a schedule for final commissioning.

Division 02 – EXISTING CONDITIONS

- 02 80 00 FACILITY REMEDIATION (ABATEMENT)

- DCPS/DGS require removal of all hazardous materials in lieu of encapsulation. The contractor shall receive written approval from DCPS/DGS if a request is being made to encapsulate any hazardous materials over removal.

Division 03 – CONCRETE

- 03 33 00 ARCHITECTURAL CONCRETE FINISH
  - Contractor to specifically note allowance dedicated to ensuring floor flatness.

Division 04 – MASONRY

- 04 01 20 CLAY MASONRY RESTORATION AND CLEANING
  - Written analysis of existing masonry condition for DCPS to review and determine scope for the project.
- 04 20 00 UNIT MASONRY
  - Provide minimum brick grade and durability (FBS and/or FBX), through-body, etc.

Division 05 – METALS

- 05 52 13 PIPE AND TUBE RAILINGS
  - No horizontal guardrails at any location both exterior and interior. Vertical application only unless written consent from DCPS.
  - Stainless Steel or powder coated preferred at handrails and tops of guardrails where in.
  - DCPS shall review all railing heights to determine if railings shall exceed code requirements.

Division 06 – WOOD, PLASTICS, AND COMPOSITES

- NOT CURRENTLY USED

Division 07 – THERMAL AND MOISTURE PROTECTION

- NOT CURRENTLY USED

Division 08 – OPENINGS

- 08 11 13 HOLLOW METAL DOORS AND FRAMES
  - Standard: 16-gage frames /18-gage doors for all locations
  - MDF / IDF closets and MEP areas
    - Gasketed frame and threshold
  - Double doors in corridors
    - No center posts
    - Doors should swing against a wall to allow for magnetic hold opens
      - Hold open extensions not preferred
- 08 14 16 FLUSH WOOD DOORS
  - Solid core wood doors shall be provided at all interior academic and administration spaces

- Minimum of half-lite in doors for primary student copied, full-lite is also acceptable.

- 08 41 13 ALUMINUM-FRAMED ENTRANCES AND STOREFRONTS
  - Exterior
    - Special-Lite Door – FRP/Aluminum Hybrid Doors (SL)
    - Special-Lite Door – Aluminum Hybrid Doors (SL)
  - No glass lites at storage rooms or toilet rooms
- 08 71 00 FINISH HARDWARE
  - Mortise locks or exit devices on exterior doors
    - All hardwired into the access control system
    - Include continuous hinges typical
  - Cylindrical locks or exit devices on all interior doors
  - Shelter in place / lock down: See Section: 28 10 00 ACCESS CONTROL
  - Perimeter doors must be hardwired for access control, interior doors can be wireless
    - If cylinders are provided they must be Schlage Primus large format interchangeable
      - However, cylinders are not required if the lockset comes equipped with electronic access control
    - Electronic access control is the preferred method of securing the doors
    - If electronic access control is provided, then the hardware must allow for first card swipe to unlock the door for the duration of the school day and a second card swipe to reverse the function
  - All other locations
    - DORMA
      - C800 and/or M9000
      - Precision – Motorized Latch Retraction Only
    - ASSA ABLOY
      - 8200 (mortise) and/or 10 Line (cylindrical)
      - Sargent – Motorized Latch Retraction Only
    - Allegion
      - Schlage - ND and/or L Series
      - Von Duprin – Motorized Latch Retraction Only
  - All Gender Restroom - Schlage ND40S cylindrical lock with Schlage B571 occupancy indicator.
  - Keying Requirements and Control Systems
    - One Key Tracer 3U 8 Key Panel with prox reader and keypad, power and network required
    - One fully populated key box with two copies of all keys and corresponding door schedule
    - All door hardware shall be keyed to the DCPS Schlage FSIC standard
  - Door Stops
    - CRL Satin Chrome Floor Mounted Heavy-Duty Door Stop with Hook and Holder
- 08 80 00 GLAZING
  - School Guard Glass SG4 (or approved equal) to be at all glazing accessible from the outside (First Floor exterior, window wells, etc). The "First Floor" is any floor plane that is directly off the

exterior. SG4 may be provided at different floor elevations when site elevations are not level throughout.

- Laminated Glass:
  - To occur at areas up to 18" AFF designated by code and openings adjacent to double height spaces. DCPS prefers laminated glass at any pane directly adjacent to an exterior door (for example if you had an exterior door going out to an accessible roof terrace).
- Tempered Glass:
  - DCPS preference is for tempered glass to be provided throughout the school. This is a safety concern especially at the Middle and High School levels. DCPS is willing to review specific areas in question should the design team wish to propose areas with non-tempered glass.
- Sidelights should be provided at all general instructional classroom entrances, self-contained classrooms, science classrooms, tech labs, art lab, etc.
- Half-glass vision panels shall be provided in all student occupied spaces as a minimum. Narrow lites shall not be used unless reviewed with DCPS. Full-glass vision panels are also acceptable.
- Frosted film over windows as needed.
  - BOD - Decorative Window Film: Llumar NRM PS2
  - http://cdn.llumar.com/drupal/llumar-deco-frostnrmps2.pdf

Division 09 – FINISHES

- See Appendix B – Finish Guidelines

Division 10 – SPECIALTIES

- 10 11 00 VISUAL DISPLAY UNITS
  - Bottom of all boards shall align with Interactive White Board Heights noted below.
  - Coordinate height of tack board/tack strips with corridor wainscot.
- 10 11 73 INTERACTIVE WHITE BOARDS
  - Cisco Webex Board 7000 Series (1 per school)
  - SMART Board 7000 Series in all instructional spaces (75")
  - Mounting Heights for Interactive White Boards / Whiteboards / Tack boards (bottom of boards to align):
    - PreK thru 1st Grade – B.O. Board 28" AFF
    - 2nd – 5th Grades – B.O. Board 30" AFF
    - Middle School / High School – B.O. Board 32" AFF
- 10 14 23 PANEL SIGNAGE
  - All interior building signage shall include raised Room Number only. No other raised or permanent letter shall be included except for those noted below.
    - Building service rooms such as Electrical, Mechanical, Data, etc. can include the room name.
  - Inserts shall be provided for room name and a minimum of one (1) for teacher/staff name.
  - Provide "All Gender Signage" as included below

RESTROOM ID - SIGN TYPE B

- 10 21 13 TOILET COMPARTMENTS
  - High Density Polyethylene (HDPE) bathroom partitions only
- 10 21 23 CUBICLE CURTAINS AND TRACK
  - Ensure coordination with lights fixtures. Also confirm that track and curtain are included in the base scope, not FFE.
- 10 22 39 FOLDING PANEL PARTITIONS
  - All operable partition shall be motorized.
  - All operable partitions shall be keyed.
  - Safety system should be included
- 10 26 00 WALL AND DOOR PROTECTION
  - Kick-plates on all single user restrooms
  - Kick-plates on high-occupied spaces. Review with DCPS Facilities for any exceptions.
- 10 28 00 TOILET, SHOWER AND CUSTODIAL ACCESSORIES
  - Soap Dispenser
    - Shall be bulk foam soap dispenser
  - Toilet Paper Dispenser
    - Must accommodate a 9" bulk roll (single or double)
  - Paper Towel Dispensers **(Located in ECE on-suite restrooms and all classroom sinks only)**
    - Shall be 8" roll
  - Hand Dryers **(Located in all restrooms except ECE noted above)**

        - Bobrick B-7128
- 10 44 13 FIRE PROTECTION CABINETS
    - All fire extinguisher cabinets (and defibrillators if provided) shall be fully recessed where possible.
    - DCPS/DGS would like to ensure that fire extinguishers are provided in all modernizations even when a full sprinkler system is included. Besides providing in code required locations, fire extinguishers shall be provided in all major corridors on each floor.

Division 11 – EQUIPMENT

- 11 24 23 FALL PROTECTION EQUIPMENT
    - Provide at all low-slope roof.
- 11 40 00 FOODSERVICE EQUIPMENT
    - See Appendix C – Food & Nutrition Services for more information
- 11 66 53 GYMNASIUM DIVIDERS
    - All gymnasium dividers shall be motorized and keyed.
- 11 70 00 EDUCATIONAL EQUIPMENT (KILN)
    - Kiln – Skutt – 1227-3 (standard)

Division 12 – FURNISHINGS

- 12 24 13 ROLLER WINDOW SHADES
    - Required at all exterior windows.
    - Provide motorized shade at windows above one-story high.
    - Provide black-out shades in locations with a stage (this could be the cafeteria, gymnasium or auditorium depending on the design).
- 12 36 61 SOLID SURFACING COUNTERTOPS
    - All countertops shall be solid surfacing with 4" minimum coordinating solid surface backsplash when countertops include a sink. P-lam countertops are acceptable when sinks are not included, but preference is still for solid surface.
    - Window sills shall be solid surface only, no laminate.
- 12 48 13 ENTRANCE FLOOR MATS AND FRAMES
    - See "Appendix B Finish Guidelines - General Notes" for more details on entrance floor mats.
- 12 93 00 SITE FURNISHINGS
    - Provide exterior trash and recycle receptacle
        - BOD for trash receptacle – DuMor, Inc (474-32VS-BT) – Color: Black
        - BOD for recycle receptacle – DuMor, Inc (437-32SH) – Color: Coordinate with School colors
    - Locations for trash and recycle receptacle
        - Provide at all major site amenity areas
        - No trash compactors for individual trash cans

Division 13 – SPECIAL CONSTRUCTION

- NOT CURRENTLY USED

Division 14 – CONVEYING EQUIPMENT

- 14 21 00 ELECTRIC TRACTION ELEVATORS
  - Open to maintenance by non-installing manufacturer
- 14 42 00 WHEELCHAIR LIFTS
  - Chair lifts should be avoided as best as possible. DCPS will provide written approval for chair lifts as needed.

Division 21 – FIRE SUPPRESSION

- NOT CURRENTLY USED

Division 22 – PLUMBING

- 22 05 53 IDENTIFICATION FOR PLUMBING PIPING AND EQUIPMENT
  - Isolation valves shall be visibly located within the room.
- 22 14 26.13 ROOF DRAINS
  - Preference for overflow drains is in-wall scuppers.
- 22 34 00 FUEL-FIRED, DOMESTIC-WATER HEATERS
  - Outlet temperatures on the domestic-water heaters shall be monitored through the BAS system.
- 22 40 00 PLUMBING FIXTURES
  - Toilet Seat Heights and Type:
    - PreK3-PreK4 (on-suite toilets) – floor mounted – 13" AFF
    - K-1st (on-suite toilets) – wall hung – 15" AFF
    - All other locations – wall hung – 18" AFF
  - Multi-User restrooms – Multi-station Lavatory Unit preferred over single wall hung units
    - BOD – Bradley Corporation, Verge LVL Series
  - Faucets
    - Multi-User Restrooms
      - American Standard – Metering Faucets – Centerset Spout
    - Single-User Restrooms
      - American Standard – Monterrey – Two-Handle Centerset Lav Faucet
    - Mop Sink Faucet – T&S Brass and Bronze Works – Service Sink Faucet, 4" Wrist Action
  - Toilets
    - PreK3-PreK4 (on-suite toilets) – American Standard – Baby Devoro FloWise/Round Front Flushometer Toilet
    - Typical Toilet – American Standard – Elongated Wall Hung Closet Fixture

- Flush Valve
  - PreK3-PreK4 (on-suite toilets) – Sloan Flushometer – 111-1.28
  - Toilets – Sloan – Manual Exposed Flushometer
  - Urinals – Sloan – Manual Exposed Flushometer
- Urinals
  - American Standard – Washbrook Urinal

- 22 42 23 COMMERCIAL SHOWERS, RECEPTORS, AND BASINS
  - Preference for non-prefab shower units and basins.
  - Coordinate drawings to ensure ADA clearances are met.
  - Shower mixing valves shall be fully accessible from inside the shower stall.
  - Provide smaller tile size in shower areas.
- 22 47 13 DRINKING FOUNTAINS
  - All drinking fountains shall include a bottle filler
    - Interior BOD: Elkay Enhanced EZH20 Bottle Filling Station & Versatile Bi-Level ADA Cooler
    - Exterior BOD: http://www.mostdependable.com/products/bottle-fillers/model-10135-sm/
  - Provide drinking fountain at all major corridors
  - Provide bubblers in classrooms

Division 23 – HEATING VENTILATING AND AIR CONDITIONING

Provide the following drawings in the DGS Office

- Laminated 8.5" x 11" MEP equipment schedules with makes and models
- Laminated 24" x 36" MEP floorplans
- Laminated 8.5" x 11" valve schedules with corresponding valve locations
- Laminated 24" x 36" HVAC sequence of operations

- 23 05 53 IDENTIFICATION FOR HVAC PIPING, DUCTWORK AND EQUIPMENT
  - Equipment labels and tags shall be visibly located within the room.
- 23 09 33 ELECTRIC AND ELECTRONIC CONTROL SYSTEM FOR HVAC
  - Anticipated Occupancy Schedules
    - School Schedule – 8:30 AM to 3:30 PM
    - Admin Areas/Library/Gym/Cafeteria
      - Optimal Start 2 hours before normal start
      - Normal Start 8:00 AM
      - Optimal Stop 30 minutes before normal stop
      - Normal Stop 5:00 PM
    - Kitchen
      - Optimal Start 4:30 AM
      - Normal Start 6:30 AM

- Normal Stop 1:30 PM
- All Other Areas
  - Optimal Start 2 hours before normal start
  - Normal Start 30 minutes before first class
  - Optimal Stop 30 minutes before normal stop
  - Normal Stop 0 minutes after final class
- Thermal Comfort Requirements
  - Air Conditioning
    - Occupied – 73
    - Unoccupied – 80
  - Heating
    - Occupied – 69
    - Unoccupied – 60
  - Humidity Range
    - 30% to 60% RH
- HVAC System Controls
  - Controlled centrally from networked BMS work station, no local control in rooms
  - If thermostats have a visual display it should state that the system is centrally controlled

- 23 31 13 METAL DUCTS
  - Limit the amount of exposed duct work on the roof. Preferably no duct work exposed on the roof.
- 23 36 00 AIR TERMINAL UNITS
  - Preference is to avoid ceiling cassettes.
- 238239.19 WALL AND CEILING UNIT HEATERS
  - Due to vandalism and maintenance, wall unit heaters should be avoided in stairwells.

Division 25 – INTEGRATED AUTOMATION

- 25 40 02 BUILDING AUTOMATION SYSTEM (BAS)
  - Electrical, water and gas meters/services shall allow for remote monitoring

Division 26 – ELECTRICAL

- 26 05 33 RACEWAYS
  - In areas with no ceilings (exposed structure), all wire management shall be controlled through proper raceway trays.
- 26 05 53 IDENTIFICATION FOR ELECTRICAL SYSTEMS
  - Electrical and Network Labeling
    - All electrical outlets, including those in systems furniture, shall be labeled with corresponding electrical panel and breaker numbers

        - All network outlets, including those in systems furniture, shall be labeled with the corresponding closet, patch panel and termination location
        - HVAC controls cabling shall be yellow
        - Network cabling shall be blue
        - Wireless access point cabling shall be orange
- 26 05 73 ELECTRICAL DISTRIBUTION SYSTEM STUDIES
- 26 09 23 LIGHTING CONTROL DEVICES
    - Occupant Lighting Control
        - Dimming capabilities in meeting spaces, presentation spaces, multipurpose rooms and classrooms
- 26 32 13 ENGINE GENERATORS
    - Generator required on all DCPS modernizations. At a minimum the generator should account for the following items. Exception to the below list shall be reviewed and approved by DCPS Facilities:
        - All emergency lighting
        - Electrical Lockdown
        - Security Desk Area
        - Security panel
        - Access panel
        - All receptacles within IT rooms
        - Split system within all IT rooms
        - IT Closets (MDF is priority, secondary IDF)
        - Elevator shaft lighting and receptacles
        - Elevator car lighting & HVAC
        - Sump Pumps
        - Kitchen Freezer (Lighting, heater, alarm, Blower coil, Compressor Rack)
        - Kitchen Cooler (Lighting, heater, alarm, Blower coil, Compressor Rack)
        - Health Suite Refrigerator
        - BMS Workstation
        - Fire Pump (if needed)
        - Main Fire Alarm control panel
        - Generator components (battery heater, service receptacles/lighting, etc.)
- 26 51 00 INTERIOR LIGHITNG
    - All fixtures shall be LED unless otherwise approved.
    - Light Fixtures: Any proposed location identified lower than noted below shall be reviewed and approved by DCPS Facilities:
        - For Pendants @ Elementary School - B.O. fixture no lower than 8'-6".
        - For Pendants @ Middle/Hight School - B.O. fixture no lower than 9'-0"

Division 27 – COMMUNICATIONS

- 27 51 16 PUBLIC ADDRESS SYSTEMS
    - PA (Public Address School, Public Address Emergency, Public Address Intruder)
        - Bogen Quantum Hybrid
            - Head end wall mount is preferred over rack mount
            - Appropriately sized Quantum pre-built system shall be provided
                - QSW24/QSW48/QSW72 etc.
                - Include MCTCA Telephone Interface Card
        - Speakers
            - Preference is to have no wall mounted speakers
            - Drop ceilings
                - Shall be drop in Bogen CSD2X2VRU speakers or equivalent
            - General Design Guidance
                - Distance between speakers in hallways shall be 3x the height of ceilings
                - In stair shafts include one speaker at the topmost elevation
                - At each stairway exit, one speaker shall be located within one ceilings height of the stairway exit door
        - Call Switch
            - Bogen CA15C
        - Include sufficient design and programming time to coordinate all calls with the school's occupancy requirements and exclusions for quite spaces
- 27 53 13 CLOCK SYSTEMS
    - Clocks
        - Sapling Talk Back Wireless
            - Master clock shall be networked for synchronization
- 27 53 19 DISTRIBUTED ANTENNA SYSTEM (DAS)
    - See link below to the code which addresses the Emergency Responder Radio Coverage since 2015:
        - http://dcregs.dc.gov/Gateway/RuleHome.aspx?RuleNumber=12-H510
    - See link below for requirements of the Public Safety DAS:
        - https://ouc.dc.gov/page/oucs-public-safety-building-radio-systems-requirements

Division 28 – ELECTRONIC SAFETY AND SECURITY

- Life Safety Systems Installer's Certifications
    - Electronic Security Association (ESA) National Training School (NTS) is being used as a benchmark, other certifications/trainings can be submitted to DCPS for approval
    - CCTV Installers
        - CAT1 + Life Safety Code + Video Systems Technologies
    - Intrusion Detection Installers

        - CAT1 + Life Safety Code + Advanced Intrusion Systems
    - Access Control Installers
        - CAT1 + Life Safety Code + Electronic Access Control
    - Fire Alarm Installers
        - CAT1 + Life Safety Code + Fire Alarm Installation Methods
- 28 05 00 VIDEO SURVEILLANCE SYSTEM
    - Axis Network Cameras and Panasonic MonitorCast 4 viewing platform
    - Network Camera Models
        - M3105-LV for IDF and MDF
        - M3045-V: Indoor nearfield options, e.g. stairwells: M3045-V
        - M3046-V: Indoor wider-angle options, e.g. small rooms and double stairwells: M3046-V
        - P3225-V: Hallways and larger spaces: P3225-V
        - P3225-VE: Exterior doors and near to medium area coverage: P3225-VE
        - P3225-LVE: Exterior doors and near to medium area coverage with IR: P3225-LVE
        - P3227-VE / LVE: Larger exterior areas such as playgrounds.: P3227-VE / P3227-LVE
        - Q3517-VE 9mm / 2mm: Exterior greater area coverage (Depending on coverage demand)
        - Q6115-E / Q6115-E: Exterior PTZ (Depending on coverage requirement). PTZ cameras kept to a minimum.
        - Q6155-E with Q6000-E: 360-degree Exterior larger space, advanced auto-tracking and guard-tour for parking spaces
        - P3708-PVE for 180-degree views were required
        - Some other camera options will be used in special circumstances such as the P3707-PE, Q1765-LE, and thermal cameras (Q1941-E, Q1942-E and Q2901-E). These additional models will be used by guidance of the Gold level partner to accommodate for specific needs at a location.
- 28 10 00 ACCESS CONTROL
    - Also see section: 08 71 00 FINISH HARDWARE
    - Shelter in place / lock down: located on all interior doors that are student occupied spaces (ie: Classrooms, Small Groups, Music, etc). DCPS to review locations with design team for confirmation.
        - BOD: Schlage AD 300 or 400
        - Alternative: Hager HS4
        - Alternative: Best Wi-Q
        - Requirements:
            - Instructional spaces shall be able to lock from the inside without opening the door and entering the corridor
            - If an unauthorized person locks a door from the inside there must be a means of opening the door from the corridor
            - This can be done via multiple methods (key or card) but the preferred is card

- A lockdown of doors or select doors must be possible from a remote location within the school. This can be done via a push button, glass break, software on a computer or a specially designated card/card reader.

- 28 16 00 ACCESS CONTROL AND INSTRUSION DETECTION
  - Door Intercoms (main entrance)
    - Axis A8004-VE (vandal resistance) or Axis A8105-E
    - Grandstream GXV3275 or GXV3240
  - Kitchen loading
    - AiPhone JK Series with 3.5" screen
  - Electronic Access Control
    - Mercury based systems only
      - Acceptable panels are: EP1501, EP1502, MR50, MR52, MR51e, 16In, 16Out
    - Altronix EFLOW 6NB power supply charger
    - Altronix LINQ 8PD power distribution module
    - Altronix Trove2 enclosures with TM2 Mercury backplanes
    - Panasonic MonitorCast 4 or RS2 access control platform
    - Panels can be wired using Ethernet or 485 topology
    - Contractor shall provide no less than 125 programmed credentials via Schlage Allegion CardTrax program.
  - Intrusion Detection
    - DMP (Digital Monitoring Products) XR-550DNL-G
      - PIR Dual Tech Bosch or Honeywell
      - Graphic Touchscreen Keypad 7800 Series
        - Located at school's main entrance and custodian's main point of egress
      - Interior 335 Sirens
    - Exterior Axis C3003-E Speakers
    - Programming
      - Security contractor shall program security system with general contractor code for configuration and testing purposes before turning over the system to DCPS
- 28 18 11 SECURITY ACCESS METAL DETECTORS
  - Metal Detectors
    - The point of contact is Mr. Rich Brown who is the representative for Garrett Metal Detectors. The model for the metal detector is the 6500i. Rich can be reached on 757-288-6604; email: pmiusa@cox.net.
- 28 18 13 SECURITY ACCESS X-RAY EQUIPMENT
  - VOTI x-ray machine
    - XR3D-50s / the POC for VOTI is Mr. Jacob Greenbaum. He can be reached via email at Jacob.greenbaum@votidetection.com or by cell phone at 1-514-816-4546.
- 28 31 11 FIRE ALARM
  - Honeywell / Fire-Lite MS addressable control panel

- 2 telephone lines per panel for communication
- All fire alarm wiring shall be run in red conduit, no exceptions

Division 31 – EARTHWORK

- NOT CURRENTLY USED

Division 32 – EXTERIOR IMPROVEMENTS

- 32 14 13 PERMEABLE PAVMENT
  - Not preferred due to maintenance difficulties. If needed to meet LEED or DOEE requirements, locations and types should be reviewed with DCPS.
- 32 14 43 PERVIOUS CONCRETE PAVEMENT
  - Not preferred due to maintenance difficulties. If needed to meet LEED or DOEE requirements, locations and types should be reviewed with DCPS.
- 32 31 13 CHAIN LINK FENCES
  - All fencing shall be coated.
- 32 31 19 DECORATIVE METAL FENCES AND GATES
  - Two (2') feet solid panel required at all egress gates centered on panic hardware. Additionally, welded wire mesh should be added to gate to prevent unwanted exterior access.

Division 33 – UTILITIES

- NOT CURRENTLY USED

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

EDUCATIONAL SPECIFICATIONS

APPENDIX B

VERSION 1.0
March 1, 2019

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DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS FINISH GUIDELINES

General Notes:

The goal of "APPENDIX B - FINISH GUIDELINES" is to provide design teams with DCPS' design priorities and requirements. Each school should be designed with high design standards in mind which includes cleanliness, durability, longevity, maintenance and school uniqueness in mind.

A. FLOORING

- A.1 The following are not approved floor materials and shall not be installed within DCPS facilities: Carpet, Terrazzo Tile, Fritz Tile, Linoleum, VCT, Sheet Vinyl, BBT, MCT.
- A.2 Area rugs are acceptable in classrooms and library spaces and are included in the FFE package.
- A.3 Wood flooring is acceptable, beyond where indicated in specific areas, in restoration cases as well. For instance, existing wood floors in multi-purpose rooms or classrooms can be refinished if salvageable.
- A.4 All grout color shall be in the medium-to-dark range and approved by DCPS. No white / off-white / cream color shall be used.
- A.5 Recessed Walk-off Mats: preference is a combination of carpet and aluminum rails. Avoid all carpet and all aluminum option.
- A.6 All terrazzo flooring shall be poured-in-place with integral base.
- A.7 Flooring listed in order of DCPS preference starting with BOD (Basis of Design). APP ALT (Approved Alternates) also listed in order of preference and will be considered on a project by project basis.

B. WALLS

- B.1 Paint selection: semi-gloss preferred, needs clarification and input .
- B.2 Consider CMU in select locations per breakdown for area/room.
- B.3 All Music Rooms need to meet all current code and LEED NRC standards.

C. CEILINGS

- C.1 Where pocket condition at windows is required, maintain a minimum 1'-0" set-back from window for clearance. Maximizing pocket width is preferred for increased daylight. Options include sloped ceiling, continuous bulkhead, or cloud/floating ceiling.
- C.2 Approved standard ceiling types: 2x2 ACT, 2x4 ACT, 2x6 ACT, Gypsum Board.
- C.3 The following ceiling types will be reviewed and approved per specific project: wood ceilings, floating clouds, ACT sizes different from listed in #2, baffles, etc.
- C.4 NRC rating is most important, however, aesthetically less texture is preferred.
- C.5 Not approved: 4x4 ACT, 2x8 ACT, conceal grid system.
- C.6 MDF/IDF/Utility Rooms: No ceilings

C.7 Consider location and quantity of access panels. Where access panels are required, consider ACT in lieu of GWB. Limit the number of different access panels if possible to three per building.
C.8 All Music Rooms need to meet all current code and LEED NRC standards.

D. LIGHTING

D.1 Avoid low-cost plastic lenses.
D.2 All LED lighting.
D.3 Occupancy sensors required in core academic spaces and offices.
D.4 No fixtures shall be lower than 8'-6" AFF at Elementary Schools and 9'-0" at Middle/High School
D.5 Preference is for pendants in main academic areas where ceiling heights allow.
D.6 Specialized Instruction spaces - adjustable sensory lighting shall be included.

E. BUILT-INS

E.1 No white laminate. Consider long-term durability and cleanability and aesthetics
E.2 All cabinets should be lockable.
E.3 Auditorium seating shall be wood chairs, no upholstery.
E.4 Provide solid surface (or approved equal) countertops at all wet areas as a minimum.

Abbreviations

ACT	Acoustical Ceiling Tile
AFF	Above Finish Floor
BOD	Basis of Design
CMU	Concrete Masonry Unit
ES	Elementary School
GWB	Gypsum Wall Board
HS	High School
LVT	Luxury Vinyl Tile
MS	Middle School
PE	Physical Education
RCP	Reflected Ceiling Plan

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Academic Core Area (Classrooms, Small Group, Teacher Collaboration, etc)	BOD	Premium Rubber Flooring (tile)	BOD	High-impact gypsum board	BOD	*See General Notes*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	LVT	APP. ALT	Existing masonry, existing plaster	APP. ALT	Majority should be ACT, designated areas of gypsum board at entry points acceptable	APP. ALT	
	NOTES	*Kiln Room (for Art) shall be sealed concrete, no rubber or LVT*	NOTES	Utilize accent paint color for at least one wall (avoid all white walls). Ideally accent wall should be visible from corridor. CMU not preferred.	NOTES	Preferred access to VAV boxes is in storage rooms or corridors, not classrooms	NOTES	Dimmable /See General Notes regarding Self-Contained spaces
Admin Spaces	BOD	Premium Rubber Flooring or LVT	BOD	High-impact gypsum board. Provide transparency between welcome center and lobby/corridor.	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT		APP. ALT	
	NOTES		NOTES	Avoid all white walls in high traffic areas. CMU not preferred. Consider public art, graphics or a combination within the welcome center and main admin area.	NOTES		NOTES	

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Auditorium	BOD	Existing wood refinished or LVT	BOD	High-impact gypsum board, Acoustical wall panels	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	Existing walls	APP. ALT		APP. ALT	
	NOTES		NOTES	*Provide black-out curtains at any exterior windows. See General Notes*	NOTES		NOTES	
Corridors	BOD	Poured Terrazzo	BOD	High-impact gypsum board + tile wainscot (minimum 42-48 ' high)	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Premium Rubber Flooring, Porcelain Tile, Polished Concrete (select order, new slabs only)	APP. ALT	Specialty masonry products. Prefer ceramic tile for wainscot, but will consider other wall panels such as wood, metal, or acrovyn.	APP. ALT		APP. ALT	
	NOTES	*Consider a combination of flooring with higher cost materials such as poured terrazzo in select high traffic areas.*	NOTES	Height and size of tile wainscot will be reviewed on a project by project basis.	NOTES		NOTES	

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Custodial Closet	BOD	Sealed Concrete	BOD	Moisture Resistant Gypsum Board	BOD	Exposed Structure / No Ceiling	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Poured Epoxy Resin, Ceramic & Porcelain Tile	APP. ALT	CMU	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	
	NOTES	*No additional comments beyond "General Notes"*	NOTES	Floor to ceiling tile is preferred, with a minimum of 6'-0" high.	NOTES		NOTES	
Dining	BOD	Poured Terrazzo	BOD	CMU	BOD	Acoustical consideration is top priority. This can be achieved through lay-in, clouds, etc. Reviewed on project by project level.	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Porcelain Tile, Polished Concrete (select order, new slabs only), or Premium Rubber Tile	APP. ALT	High-Impact Gypsum Board + Tile Wainscot	APP. ALT		APP. ALT	
	NOTES	*No additional comments beyond "General Notes"*	NOTES	Acoustical impacts to adjacent spaces and within the room is a high priority	NOTES	*No additional comments beyond "General Notes"*	NOTES	

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Elevator	BOD	Premium Rubber Floor	BOD	Medium-Level Interior Cab Finishes	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	LVT	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT		APP. ALT	
	NOTES	*No additional comments beyond "General Notes"*	NOTES		NOTES		NOTES	
Entrances/ Vestibules/ Lobby	BOD	Poured Terrazzo + Recessed Walk-Off Mat	BOD	High-impact gypsum board + tile wainscot / Storefront Systems	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Porcelain Tile, Premium Rubber Tile, or Polished Concrete (select order, new slabs only)	APP. ALT	Specialty masonry products. Prefer ceramic tile for wainscot, but will consider other wall panels such as wood, metal, or acrovyn.	APP. ALT		APP. ALT	
	NOTES	Provide recessed walk-off mats at entry vestibule and any secondary vestibules.	NOTES	*No additional comments beyond "General Notes"*	NOTES		NOTES	

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Gymnasium	BOD	Wood Floor (MS & HS Only) / Resilient Athletic Flooring (ES)	BOD	Ground-face CMU	BOD	Exposed Structure / No Ceiling	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Where Gymnasium and Dining spaces are adjacent and connect, additional consideration should be provided for the flooring to allow for both PE and dining to function	APP. ALT	Painted CMU, High-Impact Gypsum Board	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	
	NOTES	*No additional comments beyond "General Notes"*	NOTES	Acoustical impacts to adjacent spaces and within the room is a high priority. Provide as many wall pads as possible including at columns.	NOTES		NOTES	
Health Services	BOD	Premium Rubber Flooring	BOD	High-impact gypsum board	BOD	ACT	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	LVT	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	
	NOTES	Cleanability and slip-resistance shall be considered when selecting tile. Too much texture makes it difficult to keep clean.	NOTES		NOTES	No Gypsum Bulkheads unless approved on case by case basis. Curtain track should be included in base bid and shown on RCP.	NOTES	Ensure lighting does not interfere with ceiling hung curtains

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Kitchen	BOD	Poured epoxy flooring	BOD	CMU / Ceramic Tile	BOD	Vinyl Coated ACT	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Industrial quality rolled floor (i.e.: Altro Atlas 40 or Altro Stronghold 30)	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	
	NOTES	Cleanability and slip-resistance shall be considered when selecting.	NOTES	Floor to ceiling tile is preferred, with a minimum of 6'-0" high. If tile is provided to 6'-0" high, provide FRP above and extend to ceiling. Provide stainless steel panels as required per cooking equipment	NOTES	Soil Resistance, Scrubability, Washability	NOTES	
Library	BOD	Premium Rubber Flooring	BOD	High-impact gypsum board	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	LVT	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT		APP. ALT	
	NOTES	*Minimum of two (2) area rugs at ES. See General Notes*	NOTES	Masonry walls not approved, existing masonry walls to remain shall be furred out.	NOTES		NOTES	Dimmable

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Restroom	BOD	Ceramic or Porcelain Tile	BOD	Moisture Resistant gypsum board + ceramic or porcelain wall tile. HDPE for partition types.	BOD	ACT (vinyl coated) or GWB if no more than one access panels is required.	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Poured Epoxy Resin	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	
	NOTES	Cleanability and slip-resistance shall be considered when selecting tile. Too much texture makes it difficult to keep clean.	NOTES	Floor to ceiling tile is preferred on all walls, with a minimum of 6'-0" high. At a minimum provide tile on all wet walls. Any exterior windows require opaque glazing or translucent film for entire window.	NOTES		NOTES	
Stage	BOD	Wood	BOD	High-impact gypsum board.	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	LVT	APP. ALT		APP. ALT		APP. ALT	
	NOTES	*For performing arts school, a more traditional mailable and paintable stage floor shall be considered*	NOTES	*Provide black-out curtains at any exterior windows. See General Notes*	NOTES		NOTES	

OCCUPANCY		FLOORING		WALLS		CEILINGS		LIGHTING
Stairwells	BOD	**Landings:** Continuation of corridor flooring /mid-landing continuation of riser and tread material **Risers & Treads:** Poured epoxy resin	BOD	CMU	BOD	*No additional comments beyond "General Notes"*	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Risers & Tread: Premium Rubber Tile	APP. ALT	High-impact gypsum board with minimum of 4'-0" high tile wainscot	APP. ALT		APP. ALT	
	NOTES	Exit Landing: Wall-off mat. For specialty stairs preference is terrazzo tile or premium ceramic tile.	NOTES	Consider high gloss for tile. No horizontal guardrails, only vertical or panel applications.	NOTES		NOTES	
Storage Room / Electrical Room (IDF-MDF)	BOD	Sealed Concrete	BOD	High-impact gypsum board	BOD	No Ceiling	BOD	*No additional comments beyond "General Notes"*
	APP. ALT	Premium Rubber Flooring, Poured Epoxy Resin, Ceramic & Porcelain Tile	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	*No additional comments beyond "General Notes"*	APP. ALT	
	NOTES	*No additional comments beyond "General Notes"*	NOTES	Provide adequate outlets for AV/IT, Laptop storage, etc.	NOTES		NOTES	

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

EDUCATIONAL SPECIFICATIONS

APPENDIX C

VERSION 1.0
March 1, 2019

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DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS DEPARTMENT ONE-PAGERS

TABLE OF CONTENTS

A. DATA/IT

A: DATA / IT

General Notes
For specific model numbers for interactive boards, panels, copiers, and other equipment, please refer to Appendix A – Owner Project Requirements. Specific device count will be verified and confirmed for each school by DCPS based on the table below.

1. **Interactive Board Locations**
   - 1A. Cisco Webex Board 70 Series
     - Elementary School – upper grade commons, complete acoustical separation is not required, but ideal
     - Middle School / High School – commons, complete acoustical separation is required
   - 1B. Non-touch Flat Screens
     - Main entry
     - Main corridor(s)
     - Welcome Center
     - Dining / Multi-purpose
   - 1C. Interactive Boards
     - All classrooms
     - All small group /resource rooms
     - Library
     - Commons (to be discussed with DCPS as all commons may not be required depending on the quantity)

2. **Copier Locations**
   - 2A. Locations and type of copier should be confirmed with each school as they require specific outlet configuration and school input.

3. **OCTO-DC Net Standards**
   - 3A. DRAFT - https://dcnet.dc.gov/publication/dc-net-structured-cabling-standards
     Final publication expected to be released Spring 2019

4. **DCPS IT Guidelines/Count by Room**

Room Type	Technology	Quantity	Notes
Admin Suite/Welcome Center	Desk Phone	3	3 phones
Admin Suite/Welcome Center	Desktop - Admin	2	2 desktops
Admin Suite/Welcome Center	Network Drops	7	7 drops
Cafeteria	Network Drops	10	POS, Clock, AP for Wifi

Classroom K-12	Desk Phone	1	
Classroom K-12	Desktop - Student	3	
Classroom K-12	Network Drops	6	PA system, projection system, teacher workstation, 2 for wireless access points, 1 for student machines
Classroom Pre-K	Desk Phone	1	
Classroom Pre-K	Network Drops	6	
Computer Lab	Desk Phone	1	
Computer Lab	Desktop - Student	30	
Computer Lab	Network Drops	6	At least one peripheral computer lab with drops for 30 machines; more for larger schools to accommodate hardwired online testing rotations
Conference Room	Conference Phone	1	
Health Suite	Desk Phone	1	
Health Suite	Desktop - Admin	1	
Health Suite	Fax Machine	1	
Health Suite	Network Drops	2	
Janitorial Suite	Desk Phone	1	
Janitorial Suite	Desktop - Admin	2	
Janitorial Suite	Network Drops	4	
Kitchen	Desk Phone	1	
Kitchen	Desktop - Admin	3	For database computer
Kitchen	Network Drops	4	database computer, Point of Sale (POS), kiosk
Large Staff Office (2 Phones)	Desk Phone	2	
Library Media Center	Desktop - Admin	1	All-In-One model
Library Media Center	Desktop - Student	2	All-In-One model
Library Media Center	Laptop - Student	30	In addition to laptops for enrollment
Library Media Center	Network Drops	8	
Library Media Center/Maker Space	Mobile Carts	1	In addition to cart for 3:1 enrollment
Multi-Purpose Room	Network Drops	8	
Office	Desk Phone	1	
Parent Resource Center	Desktop - Student	3	
Resource /SpEd/Intervention (1/2 Classroom)	Desk Phone	1	

Resource /SpEd/Intervention (1/2 Classroom)	Desktop - Student	1	
School	Cisco Webex Board	1	For entire school, located in commons area
School	ipads - Student	3:1 on Enrollment (PreK-1)	
School	Laptop - Student	3:1 on Enrollment (2-12)	Windows-based
School	Laptop - Teacher	1:1 on Count DC Staff	Windows-based; not custodians, welcome center admin, kitchen, health
School	Mobile Carts	30:1 on Laptop - Student	
Security Room	Desk Phone	1	
Security Room	Desktop - Admin	1	All-In-One model
Security Room	Network Drops	1	
Teacher Workroom	Fax Machine	1	
Teacher Workroom	Network Drops	4	

B. EARLY CHILDHOOD EDUCATION

B: Early Childhood Education (ECE) – Infant and Toddler (0-3)

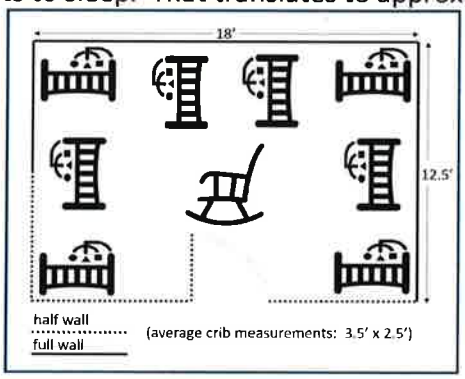
General Notes

The guidelines below are related to Environmental Health & Safety and Health & Outdoor Learning in Infant/Toddler/Preschool learning spaces.

1. **Classroom/Instructional Space Requirements – Infant/Toddler only**

1A. Nap Space (Infant and Toddler only)

- Nap space can be located within the infant and toddler room. Utilizing the nap room space required (225 ft^2), the required ratios, and 45 ft^2 per child, an infant room must have a minimum of 585 ft^2. A young toddler room does not require the nap room so must have a minimum of 360 ft^2. An older toddler room can have up to 12 children so requires a minimum of 540 ft^2.
  - DCMR Title 5-A, Chapter 1, 126.14: A licenses shall provide each enrolled child in a full-day program with an individual crib or cot and ensure that crib areas are sufficiently separate from play space to prevent access to sleeping areas by children at play.
  - DCMR Title 5-A, Chapter 1, 126.15: A licensee shall ensure that each crib is placed at least two (2) feet apart from any other crib, at least two (2) feet from any windows, and two (2) feet from any radiators. The two (2) feet of separation required by this provision shall be measured on all sides of each crib.
  - NAEYC 9.A.05.a: The indoor environment is designed so staff can supervise children by sign and sound at all times without relying on artificial monitoring devices.
  - NAEYC 9.A.14.a: Adults have a comfortable place to sit, hold, and feed infants.
  - NAEYC 9.A.14.b: Staff place rocking chairs and glider chairs in locations that will avoid injury to children who may be on the floor.
- DAP Guidance: Ideally, nap spaces should be separated by a half wall so as to provide compliance with the "sufficiently separate" part of the regulation in the safest way possible. That nap space should provide adequate space for 8 cribs with floor space for a teacher to maneuver between cribs and a glider (rocking chair) for soothing infants to sleep. That translates to approximately 225 ft^2 for the nap room.



NAP ROOM

1B. Diapering, Toileting Areas, and Hand Sinks (Infant and Toddler only)

- Provide at least one (1) changing table for every ten (10) children that are not independently using toilet facilities, based on the license capacity of the facility (OSSE requirements for any additional information). Changing tables should be built in.
    - DCMR Title 5-A, Chapter 1, 123.7: A licensee shall ensure that changing tables have impervious, nonabsorbent, smooth surfaces that do not trap soil and are easily disinfected, are sturdy and stable to prevent tipping over, are at a convenient height for use by facility staff, and are equipped with railings or barriers.
    - NAEYC 9.A.01.a: Equipment and furnishings for diaper changing and changing soiled underwear or other clothing are located away from food preparation areas.
    - NAEYC 9.A.01.b: Hand-washing sinks are within arm's length of diaper changing tables.
- (Toddler only) Provide at least one (1) flush toilet and one (1) sink for every ten (10) children (OSSE requirements for any additional information)
- There must be two hand-washing sinks for adults which are separate from one another – one for toileting, diapering, and first aid hand washing and one for food prep and all other hand washing
- Provide waste receptacles that have a hands-free opening mechanism
- Install finger-pinch protection devices on doors, cupboards, cabinets, and gates that are accessible to children (except on doors, cupboards, cabinets, and gates that are fully closed and locked)

1C. Casework/Built-in Shelving (Infant and Toddler only)

- Built-ins are ideal for spaces with very young children as it lessens the pieces of furniture in the space that need bolting and, in most cases, better utilizes wall space
- Provide a minimum of two tack boards with wooden borders in each classroom-as well as several in the hallways or entry areas
- Provide lockable cabinets to store food, cleaning supplies, children's supplies, etc.
- Ensure there is a lockable closet to secure toys and materials not currently in use and staff belongings (NAEYC 9.C.02.c: The work environment includes a secure place for staff to store their personal belongings.)

2. **Interior Space Needs (Health and Outdoor Space)**

2A. Adult staff spaces

- DCMR Title 5-A, Chapter 1, 123.2: A center shall provide bathroom facilities for use by adults separate from those used by children / NAEYC 9.C.02.b: The work environment includes an adult-sized bathroom.
- NAEYC 9.C.02.a: The work environment includes a place for adults to take a break from children / NAEYC 9.C.02.b: The work environment includes an administrative area for planning or preparing materials that is separated from the children's areas.

2B. Indoor play space

- Consider appropriate classroom space and indoor play space (in the event of inclement weather) to allow children daily opportunities for physical activity

3. **Exterior Space Needs (Health and Outdoor Space)**

3A. Exits

- DCMR Title 5-A, Chapter 1, 163.3: Children under the age of two (2) years, or non-ambulatory children, may only occupy Center space that is on street level; has two (2) means of egress; and if the means of egress involve steps has ramps in place to enable staff to put children in evacuation cribs or flat strollers to roll them out in the event of an emergency, unless the lack of a ramp at any means of egress has been approved by FEMS.

3B. Playground

- Location and Equipment
  - Play spaces shall be equipped with signage indicating the appropriate age group for use
  - DCMR Title 5-A, Chapter 1, 163.6: Child Development Centers serving infants, toddlers, or preschoolers shall provide suitable age-appropriate outdoor play space. This play space shall be in an enclosed area, including yard or playground, on the Facility's premises.
  - DAP Guidance: low climbing structures, sensory walls, grassy areas (no swings)




- Playground Square Footage
  - NAEYC 9.B.04.a: Provide at least 75 square feet of outside play space for each child playing outside at any one time. The total amount of required play space is based on a maximum of one-third of enrolled students outside at one time.
- Playground Enclosure and Exits
  - DCMR Title 5-A, Chapter 1, 125.6: Provide ability to enclose the outdoor play space with a fence or natural barrier that shall be at least 42" high with a space no larger than three and one-half (3½) inches between its bottom edge and the ground, and designed to prevent climbing.
  - DCMR Title 5-A, Chapter 1, 125.7: Provide at least two (2) exits from each outdoor play space. At least one of these exits shall be remote from the facility buildings.
  - DCMR Title 5-A, Chapter 1, 125.8: All outdoor gates have positive self-latching closure mechanisms that are at least four (4) feet off the ground or constructed in a manner so that they cannot be opened by a preschool-age child.

3C. Outdoor space for a garden (desired)

- Also refer to "Site and Plantings"

4. **Environmental Health and Safety**

4A. Outlets

- Consider outlet locations to ensure student safety
- Consider installing self-closing electrical outlet covers for child-proofing

4B. Windows

- Limit the exit opening accessible to children to less than four-six inches, or be otherwise protected with guards that prevent exit by a child, but that do not block outdoor light
- Provide screens
- Ensure that strings and cords are not accessible to children

4C. Access to Outdoors

- Provide direct access from each classroom to the corridor that has easy and direct access to the outside
- Provide direct access to the outside from each classroom only if the direct access is to a secured courtyard

4D. Levels of Illumination

- Natural lighting should be provided in rooms where children work and play for more than two hours at a time
    - Wherever possible, windows installed at child's eye level should be provided to introduce natural lighting
    - All areas of the facility should have glare-free natural and/or artificial lighting that provides adequate illumination and comfort for facility activities

B: Early Childhood Education (ECE) – PreK3 and PreK4

General Notes

The guidelines below are related to Environmental Health & Safety and Health & Outdoor Learning in PK3 and PK4 learning spaces.

1. Classroom/Instructional Space Requirements (Pre-K)

1A. Square footage

- A PK classroom must have, at minimum, 35 square feet of indoor space per child. All PK classrooms should be large enough to accommodate 20 children, the maximum size of a PK4 classroom. All PK classrooms should therefore include a minimum of 700 square feet of instructional space, exclusive of bathrooms and storage spaces. (Head Start standards, 1302.21(d))

1B. Toileting and Hand Sinks

- Ensure teacher and paraprofessional can easily maintain visual and auditory supervision of restroom at all times.
  - Children in PK3 and PK4 should never be alone behind a closed door
  - If there are stalls (like in a Jack and Jill restroom shared by two classrooms), stall doors should be low to allow for easy sight supervision
- Provide at least one (1) flush toilet and one (1) sink for every ten (10) children.
  - An en-suite restroom attached to one classroom should have 2 child-sized toilets
  - A jack-and-jill restroom attached to two classrooms should have 4 child-sized toilets
  - Child-sized sinks are used for toothbrushing and handwashing. Hardware should be accessible to children to operate independently (Head Start 1302.43)
  - "Child hand-washing sinks may be located within the toilet area but are best placed in the classroom on a wall adjacent to the toilet area to facilitate supervision and reduce congestion in the toilet area." (Head Start Design Guide, page 91)



Jack-and-Jill restrooms (accessible by two classrooms):

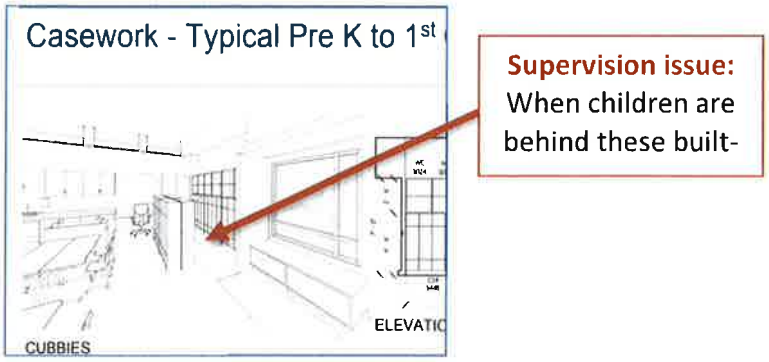

En-suite restrooms (accessible to one classrooms):

1C. Space for family style meals (FSM)

- Lunch time is considered an instructional part of the day. Children enjoy lunch in their classrooms while conversing with each other and with adults. Children practice motor skills by passing food to each other and serving themselves.
    - Flat counter space where teachers can place containers of food to be served
    - Group tables where children can sit together, with adults, to have conversations during meal times. Reference: Head Start Program Performance Standard 1302.31(e)(2)

1D. Casework/Built-ins

- Wall space:
    - 1 smart board
    - Magnetic white boards (PK teachers rely on free-standing white board teaching easels)
    - Tack/bulletin boards should be installed in classroom (at least two for teacher information/child work and at least one near entrance for parent information) and in hallways
    - Neutral color schemes (white, beiges, and light grays)
        - "Overstimulation and excited behavior can result from the overuse of a strong color scheme. The predominant color above the level of the wainscot should be neutral. Stronger, more vivid colors may be applied on one wall in corridors and along the rear walls of classrooms (opposite windows). Bear in mind that children's clothing is usually much more colorful than that of adults, and their toys and art add a great deal of color to the environment. Too little color is better than too much in an environment where children will spend a great deal of time." (Head Start Design Guide, page 114)
- Built-ins should be avoided, except coat cubbies
    - Teachers in Pre-K need to be able to regularly reconfigure the furniture in their classrooms to accommodate new study topics that begin every 8 weeks
        - Low, free standing shelves are used to create separate learning centers, oftentimes by arranging shelves into "triads"
    - Each PK classroom should have one coat cubby for each student (20 cubbies)
    - Coat cubbies should be located against walls to avoid creating any supervision challenges
        - Avoid installing cubbies in a u-shape, or in parallel rows, because this creates areas of the room where children cannot be easily seen
    - Coat cubbies should be accessible to three- and four-year-olds so they can reach the top shelf independently



- There should be space to easily label each coat cubby with a child's name and/or photo.

2. Interior Space Needs (Pre-K)

2A. Bathroom facilities for adults (DCMR Title 5-A, Chapter 1, 123.2: A center shall provide bathroom facilities for use by adults separate from those used by children / NAEYC 9.C.02.b: The work environment includes an adult-sized bathroom.

2B. Break area for adults (NAEYC 9.C.02.a: The work environment includes a place for adults to take a break from children / NAEYC 9.C.02.b: The work environment includes an administrative area for planning or preparing materials that is separated from the children's areas.

2C. Consider appropriate classroom space and indoor play space (in the event of inclement weather) to allow children daily opportunities for physical activity.

3. Exterior Space Needs (Health and Outdoor Space)

3A. Square footage

- An outdoor play area for PK children must have, at minimum, 75 square feet of outdoor space per child
- The Head Start Performance Standards, 45 CFR 1304.53(a)(5), provide that there must be at least 75 square feet of usable outdoor play space per child.
  - Best Practice: The outdoor play space should be divided, with each outdoor area having no dimension less than 8.1 feet and a minimum size not less than 1,205 square feet. At least 50 percent of the outdoor play space must be exposed to sunlight at any given time during hours of operation. There must be shade in the outdoor play space provided by planting, gazebos, umbrellas or other similar elements offering. When play space cannot meet these criteria, the center should provide access to alternate play areas for developing large-muscle skills. This alternate area may include, but is not limited to, an open courtyard or an outdoor space, such as a nearby public park, if permitted by state, tribal, and local licensing requirements.

4. Environmental Health and Safety

4A. Outlets

- Consider outlet locations to ensure student safety

- Consider installing self-closing electrical outlet covers for child-proofing

4B. Windows

- If the window opening is accessible to children, it may not open more than 4-6 inches or it must be otherwise protected with guards that prevent exit by a child, but that do not block outdoor light
- Provide screens
- Ensure that strings and cords are not accessible to children

4C. Access to Outdoors

- Provide direct access from each classroom to the corridor that has easy and direct access to the outside
- Provide direct access to the outside from each classroom only if the direct access is to a secured courtyard

4D. Levels of Illumination

- Natural lighting should be provided in rooms where children work and play for more than two hours at a time
    - Wherever possible, windows installed at child's eye level should be provided to introduce natural lighting
    - All areas of the facility should have glare-free natural and/or artificial lighting that provides adequate illumination and comfort for facility activities

4. Furniture

4A. Children in PK3 and PK4 range in size and height, and benefit from multiple chair heights. Two sizes of child chairs should be offered – 11"/11.5" and 13"/13.5"

4B. Pre-K classrooms should be designed primarily for use by children with very limited "teacher space". If teacher desks are present, they should be no longer than 48".

C. FOOD AND NUTRITION SERVICES

C: FOOD AND NUTRITION SERVICES

1. **Kitchen Design**

1A. Serving Line

- Serving line should be placed such that it can be secured and closed off after breakfast and lunch activities are completed, from the rest of the dining space
- Doors are preferred over over-head coiling door for accessing the serving line
    - A door for in and one for out of the serving line shall be provided--Glazing between the doors is preferred for good visibility into the serving line

1B. Prep Items

- Walk-in Freezer and Coolers shall be included on the generator
- No door is needed between food prep and ware washing, minimum 42" opening only

1C. Finishes

- Floors- rolled, heat sealed- (except for Walk-ins)
- Walls- tile, color keyed to accent school colors

2. **Dining Space**

2A. Cafeteria Seating

- Provide a variety of table sizes and types when possible
- A combination of round tables with built-in bench and round with loose chairs are preferred; rectangular tables with built-in bench are acceptable
- Ensure minimum ADA quantities are provided at tables

2B. Trash and Recyling Locations

- Do not provide built-in/custom trash and recycling locations
- Trash/Recycling/Organics (Compost) cans should be dispersed throughout the space

3. **Kitchen Equipment and Accessories**

3A. Standard Equipment

- Blender
- Convection Oven, Double Stack, Mobile (Gas)
- Convection Steamer, Double Size, (Gas)
- Food Processor, Commercial, Robo Coupe or Waring
- Pass-Thru Heated Cabinet, Mobile (not required to be pass-thru if space does not allow)
- Pass-Thru Refrigerator, Mobile (not required to be pass-thru if space does not allow)
- Range/Oven, Mobile, Oven must be Convection Oven w/fan (Gas)

3B. Serving Line Equipment/Components

- Cashier Counter, Mobile
- Cold Food Counter, Mobile
- Hot Food Counter, Mobile
- Milk cooler, Mobile

3C. Standard Kitchen Accessories

- Clean Dishtable
- Combination Pot Washing Sink/Soiled Dishtable
- Condiment Counter, Mobile
- Dish machine
- Dish drying rack, mobile
- Disposal
- Grease Interceptor
- Dunnage Rack
- Fly Fan
- Pan Rack cart, Mobile
- Pot & Pan Rack, Mobile
- Shelving – Metro, commercial, stainless wire, NSF rated
- Two and Three Compartment sinks as required
- Utility cart, mobile
- Worktable
- Can Opener
- Trash Cans: Slim Jim 32 gallon

4. **Delivery Access and Security**

4A. Door size/type for deliveries

- Minimum 42" to 48" max in width
- Single door preferred in lieu of double door
- Provide solid door with peep hole
- Provide adequate weather striping and bottom sweep per DOH requirements

4B. Typical Deliveries

- Delivery truck sizes include:
  - **Full Truck** (53' max) / **Van** (16' average "Sprinter") / **Straight Truck** (26' Straight)
- Food produce – 2x per week, 26' Straight Truck
- Bread – possible 1x per week, 16' Sprinter Van
- Milk – 2-3 times a week, 26' Straight Truck
- Dry Foods – 1x or 2x per week depending on volume, up to 53' full truck

4C. Security

- Provide axis phone from exterior to allow voice and video
- No automatic door release shall be provided. Physical door release by personal is required for security measures. (See DCPS "Security" one-pager and OPR)

D. HEALTH AND PHYSICAL EDUCATION

D: HEALTH AND PHYSICAL EDUCATION

1. **General Requirements for All Program Levels**

1A. Electrical/Technology Requirements

- Split sound system should be installed at high capacity schools where two PE classes happen simultaneously (dedicated speaker system to gymnasium side)
- Screen/Presentation capability in Gym

1B. FFE

- Provide Markerboards (as noted in ed spec)
  - Locate on opposite sides
  - Chalk trays not to be installed
- Provide Tack Board
  - Locate inside of Gym near entrance
- Provide non-interrupted white wall or projection screen on backside of murphy stage (if applicable) for projections

1C. Speciality FFE/Applications

Climbing Wall: maximize space and locate where possible

- Ideally one 30'-40' continuous segment is preferred, but two (2) split 20' segments is acceptable
- Basketball hoops: retractable and ceiling mounted, not portable unless approved by DCPS

Volleyball: recessed floor sleeves for poles

- Archery

  Provide secure (lockable – NASS.org) storage for bows and arrows in PE Storage
  - Motorized archery net (20' – 25' wide)
  - Target should be 1 meter from net. Then stand up to 15 meters away

2. **Elementary Program Level Needs**

2A. Gym Floor Striping

- Basketball (DARK color guides) and volleyball (LIGHT color guides)
- Grids 10' x 10' grid. (should be light in color; used for instructional/directional purposes)

2B. Bike Program

- Balance Bikes (ECE)
  - PreK-3 and PreK-4 = 20 bikes (https://burley.com/product/my-kick/)
  - Provide bike storage space/area/shednear ECE wing or outside
- 2nd Grade Bikes
  - 25 w/ pedals (a mix of 16" and 20" bicycles), 5 non-pedal
    - https://www.rei.com/product/129551/diamondback-jr-viper-20-boys-bike
  - Provide storage solution in close proximity to the gym
- Traffic Gardens (Elementary School only)
  - Incorporate into Landscape design to support bike program

3. **EC / Middle / High School Program Level Needs**
   - 3A. Foundational Fitness
     - Provide hooks on wall for foundational fitness straps (TRX hooks)
       - Hooks must meet needs for straps
       - Include in Health Classroom if flexible space is available (all schools should have a dedicated health room, DCPS has a requirement for grades K-8 of 75minutes per student per week)
       - Depending on size of middle school or EC, there should be multiple spaces to accommodate students (Grades K-5: PE requirement of 90 mins minimum per week of PE and Grades 6-8: 135 minutes per week)

E. LIBRARY PROGRAMS

E: Library Programs

General Notes

Elementary through High School Program Level Needs

- Two full classes should be accommodated at any time:
  - One: one-full class accommodated with tables and chairs and located near interactive whiteboard
  - Two: one-full class accommodated in a variety of soft seating for reading time
- Shelving height accessible for all students

1. **Technology**

1A. Outlet/Technology Requirements

- Electrical access throughout for mobile charging including in workroom/office
- Maximize electrical outlets through space to allow for student charging (ie, columns, perimeters, etc)

1B. Opac Catalog Stations

- Two (2) student computers dedicated to OPAC searching should be include in the library: one at the circulation desk and the second throughout the LMC space

1C. Devices

- Minimum of one district standard interactive board
- Dedicated printer station apart from circulation desk
- Dedicated two (2) student desktops as noted in 1B
- Provide one (1) staff desktops at circulation desk

2. **FFE**

2A. Circulation Desks

- Moderately sized; located in close proximity to entrance/exit
- Should be placed with maximum sight lines for the space
- Height of the desk should take in to consideration the size of the students as well as all ADA guidelines
- A book drop and book cart should be included

2B. Book drops

- In addition to the book drop in the circulation desk, a second lockable book drop should be accessible from the hallway outside of the library
  - A second book cart should be provided to collect the books from the second book drop location

2C. Soft seating

- Should be easily cleaned and sized proportional to students
- Provide soft seating throughout all spaces (encourages students to read independently and to collaborate)

2D. Marker Boards

- Provide in each small group room
- Provide minimum of two white boards in reading/learning/circulation area

2E. Mobile furniture and shelving on casters that allows for flexible use of space

- Shelving located within the space (not along the perimeter) shall be low shelving (42-48" max) to allow for visibility throughout
- Shelving located along perimeter walls can be increased to 5'-0" high if desired and needed to meet book count

3. **Space Needs**

- Lighting appropriate to task with ability to dim separate zones
- Visual control throughout
- Areas for small group and large group instruction
- Areas for informal small group interaction
- If library extends on multiple floors, provide lockable doors at all entrances/exits
- If library extends on multiple floors, providing Conference Room/s at levels others than the main level is acceptable

4. **Maker Space Needs**

- Priority of Maker Space to be on level of reading/circulation

5. **Shelving Requirements**

General Notes

When determining type and placement of shelving, consider the following:

- Consider shelf height and arrangement to promote maximum visibility of students and accessibility to resources
- Freestanding, mobile double-faced stacks placed in rows of 4-6 sections is the preferred stack arrangement
  - All shelving must have a full back and be fully adjustable with no lip that prevents access to books.
- Counter height shelving may be used for picture books, reference books and to create special interest areas
- Shelves should be able to accommodate a variety of formats and heights of books
- School libraries serving young students benefit from front-facing shelving bins for picture books (record album style) to ease browsing and increase agency

5A. Calculating Shelving Dimensions

- Shelving is calculated as the maximum capacity of the building X20 books/student
- To calculate the linear feet of shelving needed, use the following:
  - Picture/thin: 20 books per foot (~25% of collection)
  - Standard size: 9 books per foot (~75% of collection)
  - Reference books: 6 books per foot (verify existing collection and accommodate)

- Periodicals: 1 per foot for display purposes (verify existing collection and accommodate)

5B. Shelving Dimensions- Depth

- When determining depth of shelving, consider the following:
  - Use minimum 10-inch shelf depth for standard size books
  - Use minimum 12-inch shelf depth for picture books, reference books, and periodical and audiovisual storage
  - Equipment storage will require 18-24-inch shelf depth

F. OPERATIONS

F: OPERATIONS

General Notes

The following guidelines should be noted during building and site design. Operational Manuals are also referenced below.

1. **Custodial closet locations**
   - Minimum 1 per each floor; located near bathrooms
   - Provide open shelving for supply storage per closet

2. **Mop holders/drain locations**
   - Provide standard holders (see Appendix A – OPR)
   - Provide shelving

3. **Toilet Accessories**
   - See Appendix A – OPR

4. **Outlets throughout corridors**
   - Locations to be determined by building size
   - Provide every 25ft-30ft due to limitations in vaccum/cleaning equipment cord lengths

5. **Cleaning equipment**
   - Contractor to provide recommendation from flooring sub-contractor based on final floor selection
   - DCPS Ops team/school Operations staff will review recommendations and confirm desired quantities

6. **Exterior signage needs**
   - Signage package to include signage for playgrounds, fields, and public accessed entrances
   - Digital marquee desired (DCPS is currently in discussions with HPO to standardize the DCPS marquee and create a prototype)

7. **Fob count**
   - Provide one (1) for each full-time employee + 10% minimum for projected full-time staff
     - DCPS to confirm full percentage increase based on projected student enrollment

8. **Cell phone lockers**
   - Specific type to be determined by individual school leadership

9. **Railings**
   - Interior guardrails that connect one or more floors shall be 48" (this is in lieu of the 42" minimum code requirement)

10. **Entry points / Main Entry / Secondary Entry**
    - If secondary entrance is provided, signage is needed (there will be a time when the secondary entrance is closed off and only the primary entrance is used

G. SECURITY

G: SECURITY

General Notes:

- When a door is forced open or access is unauthorized, the security desk console will receive a notification of the door being opened and the related camera will pop up
    - This notification should be a sound as well as the camera popup
    - If equipped with an alarm at the door, this alarm can be silenced from the security desk or from the door itself by swiping a valid card / credential or using a key
    - Every exterior door should be fitted with either dual or DPDT (Double Pole Double Throw) door contacts so every door can be monitored by the integrated CCTV system
- Door intercoms shall be installed in strategic locations to call through to inside stations at the security desk, Welcome Center / Admin and kitchen
    - The person answering the Doorphone must exercise discretion in determining the potential visitor before using the phone to remotely unlock the door. (Doors that are remotely unlocked should only be doors that enter into supervised areas)
    - Doorphones are VoIP based and can be configured to follow / forward the call to the inside station at the command center or any other remote location. In general, door intercoms should ring to a manned security desk first, then roll over to the Welcome Center second.
    - Where school lockdown solutions are installed, the Doorphone will be configured to dial out to the command center as soon as the lockdown protocol is initiated in order to have "eyes and ears" at the main entrance. This configuration also provides a means of communication for first responders to personnel at the command center that is able to view all the cameras inside the school.
    - Door intercoms installed for kitchen deliveries shall be programmed for audio only, no remote door control.

Definitions

The integrated security system consists of CCTV and Access Control together with Intrusion detection. School lockdown solutions where installed will also form part of this integrated solution.

1. CCTV (CCTV) Closed Circuit TV provides the recorded and live video coverage of the building and exterior property
2. Access Control (PACS) Physical Access Control System provides restricted access to the building ensuring that all exterior doors are locked
3. Intrusion Detection System (IDS) provides security coverage when the building is locked and unoccupied (or in some cases partially occupied)

DCPS Security System and installer specifications

1. CCTV

1A. Server

Performance Criteria:

- Cameras recording in H.264
- Record minimum 45 days motion activated recording
- Record at each camera's maximum resolution (minimum of 1.3Megapixel per camera)
- For multi-server sites system must be configured to be accessed on a single interface
- All sites must be configured to report to the DCPS Security Command Center
- It is the responsibility of the contractor to successfully integrate into Command Center

1B. Cameras- Hardware

Performance Criteria:

- BOD for cameras shall be Axis brand cameras or approved equal
- All cameras must be vandal resistant, PoE and Infra-Red where required
- Camera designs and configurations must be completed by Axis Gold level partners, or approved equal, to ensure best use of cameras in correct areas to accommodate for all camera features, analytics and installation practices and guidelines and installation locations
- *For Basis of Design of camera models see Appendix A (OPR) specification section 28 05 00 VIDEO SURVEILLANCE SYSTEM*

1C. Cameras- Placement/Location

- All exterior doors to be covered by fixed cameras (one camera can cover multiple doors if the doors are close enough)
- All playgrounds, parking areas and driveway entrances to the school property
- Interior hallways, lobbies, gym, cafeteria, stairwells and other public and circulation areas
- No cameras in classrooms except for Computer labs and libraries
- Laptop and computer storage rooms
- Welcome Center and waiting area

1D. Security Monitors

- Monitors should be provided at the Security desk, Security Office, and Welcome Center

1E. Door Intercoms

- Exterior door intercoms to be provided with sufficient mounting hardware to ensure ease of access for all users and meet ADA guidelines
- Should be installed only at main entrance, entrance gate, if applicable, and at one (1) kitchen/delivery entrance unless directed otherwise

2. **PACS**

2A. Door Monitoring and Control
In addition to any access control hardware provided for in the site specification, all exterior doors need to have alarm contacts on each door slab wired using DPDT door contacts and run to IDS and PACS Control Panels. This will be used for integration to the CCTV system for door event notification and recording. Additionally, Card Readers should be installed on all exterior doors that staff can enter through. (Access will be determined with DCPS/school leadership)

- Access cards for card readers should be purchased by approved vendor

2B. Access Control panels should be Mercury Security hardware panels (see OPR for acceptable panels)

2C. Panels can be wired using Ethernet or 485 topology

2D. Power Supplies must consist of Trove 2 or Trove 3 enclosure (See OPR)

Systems need to be configured onto the VoIP platform and route back to the DCPS Security Command Center.

3. **Intrusion Hardware**

- Main intrusion detection control panels must be by DMP model XR-550 with associated power supply
- DMP Panels must be connected to the network on the security VLAN
- DMP Panels must be connected to a dedicated phone line and report to DCPS Security

3A. Door locking hardware

- All electrified exit devices need to make use of motorized latch retraction and not solenoid latch retraction
- All exterior electrified locking devices need to have built in REX switches and built in latch-bolt monitoring
- PIR / Motion REX's need to be avoided for door-approach unlocking
- Mag-locks should not be installed, unless approved
- Electronic door strikes are an acceptable option

Certifications

Any contractor working on DCPS CCTV, IDS, PACS needs to hold the following certifications or approved equal.

- ESA CAT1 + Life Safety Code + Video System Technologies (For CCTV)
- ESA CAT1 + Life Safety Code + Electronic Access Control (For PACS)
- ESA CAT1 + Life Safety Code + Advanced Intrusion Systems (For IDS)
- Manufacturer certifications of the systems being installed
- Mercury Based Certification (i.e. RS2, Panasonic MonitorCast, etc)

- Required - all staff are background checked randomly twice per year

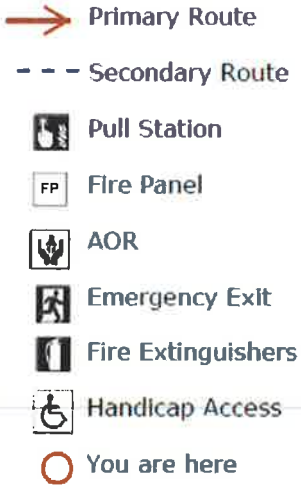
IT Requirements

- SEE OPR and IT Guidelines

Evacuation Maps

- Design teams shall provide base maps to DCPS Facilities and Emergency Planning & Guidance Unit to assist in identifying primary and secondary routes. Once routes are determined, the design team shall create maps for each room. Assistance and final review will be provided by the DCPS Emergency Planning & Guidance Unit.

Sample Key for Egress Maps



H. SITE AND PLANTING DESIGN

H: SITE AND PLANTING DESIGN

General Notes

- Ensure DCPS Security reviews doorphone fob plan as it relates to site programming. Consider playgrounds, sports fields, gardens, staff parking, dumpster routes, morning student gathering, aftercare, parent drop-offs.
- Line of sight must be maintained from building windows throughout the schoolyard. Avoid "blind spots" behind vegetation and structures or around corners.
- Aim for full ADA accessibility throughout the site (more than the minimum requirements).

1. **Site Access**

1A. Fencing

- Solid steel picket fence shall be used for site perimeters
- Chain link fencing should be installed for sports fields and sport courts (for safety) if not located on the perimeter
- Height depends on zoning, programming, and security requirements
- Consider tall nets atop fencing for sports fields

2. **Site Elements**

2A. Seating Areas

- Design team shall explore multiple seating options based on site configuration and grade change
- Consider weather (shade v sun) and visibility (line of sight)
- Take advantage of retaining walls for seating opportunities

2B. Shade

- Shade is an important feature for schoolyards for students, caregivers, and classtime- avoid fabric sails that need to be removed in winter

3. **Landscape**

3A. Create a defined edge between changes in ground condition (ie from planting bed to grass). Flush concrete curb is preferred but metal edging is acceptable. Do not create a tripping hazard with edging.

3B. Avoid oddly shaped, small, fenced, or isolated patches of lawn as it is difficult to mow such spaces.

3C. Avoid lawn in areas that get concentrated volumes of foot traffic (such as between building doors and the playground) as the grass will die and become muddy in rain.

3D. When choosing between lawn and artificial turf, consider the amount of use a field will receive by the school and the neighborhood.

3E. Plantings

- When selecting plants, consider the right plant for the right space; consider shade, views, adjacent walkways and windows, etc.
- Provide Native plants; adaptive species ok, if not invasive; low maintenance (doesn't need heavy pruning, fertilizing, or fussing).
- Include plants with a high biodiversity (attracts birds and other wildlife with food and shelter).
- Consider edible permaculture where appropriate with garden programming, but ensure that any fallen fruit will not fall on walkways or other adjacent hardscape
- Avoid plants with thorns (or rosebushes at all); nothing toxic (yews, etc)
- Avoid tall shrubs that present a hiding spot or otherwise compromise site security
- Maximize tree plantings; cluster different height trees (shade and understory) together in beds rather than spacing them equidistant within lawns. (Tree trunks are prone to damage from mowers and trimmers)
- Consider depth of mulch and replenishment mulch when designing finish grades. (Mulch ends up washing over walkways and playgrounds when too much is mounded up over time)
- Plant in drifts (but not monocultures) to make it easy for volunteers/users to recognize what belongs and what does not.

4. **Installation and Turnover**

4A. Specify plugs for perennials and decorative grasses, which allows for denser spacing at a lower cost.

4B. Trees no larger than 2" diameter

4C. Remove tree stakes after one year; include in contract.

4D. Install weed fabric below mulch and/or bound mulch around newly planted specimens to discourage weed growth during establishment (at least two years)

4E. Establishment watering must be included in the contract; at least through one growing season

4F. DO NOT create mulch volcanoes around tree trunks. Installed trees should sit at a finish grade that matches its condition before planting. Mulch is intended to keep <u>roots</u> moist, not trunks. Moisture trapped by mulch will damage a trunk and could lead to an unhealthy or dead tree.

4G. Prepare a binder for turnover to teachers and students (one physical plus digital copies) that includes a site plan with simplified location key (planting bed 1, 2, etc), plant names (latin and common), brief descriptions of each plant, general locations that tie to the key, photos of each plant at mature size, closeup photos of key identifying features (redbuds retain seed pods throughout winter, etc), and general maintenance required (cut perennials and grasses to the ground in spring before new stems grow, etc).

4H. Consider including plant signage markers for identification

Playgrounds

General Notes

- Include a range of physical motions for student development; climbing, balancing, swinging, spinning, sliding, running, etc.
- Include opportunities for imaginative and unstructured play.
- Ensure adequate equipment for the school population and programming. For example, one slide is not sufficient to serve three classrooms of students at one time.
- Rigid freestanding shade structures are preferred (in addition to built-in shade on equipment) unless adequate shade is thrown by the building or existing adjacent trees. A solar study will be used to determine shade requirements for each project.
- Inclusive design is critical for all DCPS playgrounds. This includes ADA circulation to/around all features and multi-user components that allow students to engage socially with differently-abled peers. Socialization is the most critical feature of inclusive play. Also consider sensory needs and include quiet passive areas on playgrounds.

5A. Design Process

- Part 1: Through a visioning exercise, the school community / SIT will receive opportunities to weigh in on desired features, activities, and colors; and review concepts before an equipment order is placed
    - Student engagement is also encouraged to determined desired activities and components
- Part 2: The landscape architect will work closely with a playground vendor (designated by DCPS) to create a basis of design
    - Vendors offer conceptual design services free of charge as part of their business model; There is no guarantee that their design will be selected for the project
    - DCPS will review budget with design team and vendor prior to basis of design created
- Part 3: The school community / SIT will review concepts from 2-3 vendors and provide feedback on each of the designs

5B. Proposal Submission

- The basis of design will be used to collect bids from **three** equipment vendors-including the vendor who created the basis of design
    - Two Playgrounds: ECE Playground and Upper Level (5-12yr.old Playground)
- Proposal submissions must include a price for each of the following components or indicate that a component is not part of their submission price
- Provide as separate line items the purchase, freight, and installation cost for the following:
    - Play equipment; Shade structure(s) not integrated into play equipment; Site furnishings to include benches, trash and recycling receptacles; Safety surface; Drainage layers beneath safety surface, including stone and pipes; Field surface if part of the project; Drainage layers beneath field surface, including stone and pipes

- Submissions must also include both playground plans (showing fall zones) and 3D renderings (two version, color and B&W) of the proposed layout
    - It is desired that the renderings include human shapes for scale as well as a summary of the total number of students who can play on the equipment at a time

5C. Playground Design/Features

- Avoid fine details, complicated patterns, or too many colors in safety surface as the surface is unlikely to be patched to the same level of complexity or detail, if repatching/replacement is needed.
- Avoid placing safety surface seams beneath areas of high wear, such as slide landings, below swings, or around spinning equipment.
- For EPDM surfacing, use light colors to keep the surface cool. Do not include black in top coat as a way to reduce costs.
- The playground must appeal to a 3 year old and a 12 year old. Scale the equipment appropriately to account for all ages and levels of risk.
    - Consider fence between ECE and 5-12 playground if necessary to help protect ECE during aftercare or recess (although most ECE students want to play on the 5-12 equipment)
- Swings are desired if space allows
    - Consider multi-user swings like bowls to maximize the number of children who can play on a swing at any one time

I. VISUAL AND PERFORMING ARTS

I: VISUAL AND PERFORMING ARTS

In general refer to space summary sheets and one-pagers for room types and square footage. Edits have not been incorporated into the full ed specs.

1. **Visual Arts**
   - 1A. Electrical Requirements
     - Middle/High School Program Levels: Provide overhead drop-down power reels
   - 1B. Furniture
     - Provide 9'x12' rug (Elementary Level only)
     - Tables should be easily movable
       - Elementary School Program level: Provide adjustable tables
       - Middle/High School Program levels: Adjustable height tables not required
     - Provide adjustable height stools (no castors)
   - 1C. Art Storage
     - Provide counter area in Art Storage Room
   - 1D. Casework (Elementary School)
     - Provide two (2) sinks as referenced in the ed spec data sheet. Ensure they are a minimum of 6'-0" apart and placed at two (2) different heights: one at 30" and one at 34"

2. **Performing Arts - Music Room**
   - 2A. Electrical Requirements
     - Provide adequate outlets for Keyboard program (around 25 keyboards per class) - Exact confirmation to be determined with DCPS but consider mid-height outlets and low-height outlets for keyboards
     - No floor outlets
   - 2B. Storage
     - Wenger storage solution should be provided and approved by DCPS
     - Wenger storage should be installed within Music Storage Rooms
       - Individual locks are not required on Wenger storage when located within storage rooms
     - Music storage for sheet music/materials not required
   - 2C. Furniture
     - Provide 9'x12' rug (Elementary Level only)

3. **Performing Arts - Instrumental/Band Room**
   - 3A. Storage
     - Provide Wenger casework with grille doors (lockable)

3B. Furniture
- No risers

4. **Performing Arts- Auditorium**

4A. Technology Requirements- Middle/High School Program Levels
- Provide mobile control rack with wireless capabilities
- Control rack should connect to Control Room back to the main stage area

4B. Stage
- Provide over-sized (either double door or overhead coiling door) doors for backstage
- Provide lower stage height at Elementary School Program Level (preferred height of 20" or 24")
- Provide dance bars per DCPS specific direction

4C. Ticket Booth
- Ticket booth not required unless existing or specifically requested

5. **Performing Arts- Dance Studio (Middle School / High School Program Level)**

5A. Floor Structure Design
- Wooden sprung floor not required unless directed specifically by DCPS (Dance Studio should be multi-functional and accommodate dance as well as other PE/Athletic/Performing Arts funcations)

J. WASTE AND RECYCLING DESIGN GUIDELINES (DGS)

Waste and Recycling Design Guidelines for DCPS Modernizations

D.C. Department of General Services, Sustainability + Energy Division

DCPS DISPOSAL STREAMS AND CONTAINERS

Recommended Type and Size of Disposal Containers Based on Student Enrollment

Waste Stream	Recommended Container Type and Size, per Student Enrollment		Purchased By
Trash	FEL Dumpster(s), 6 or 8 yd^3*	<500 enrollment	DGS/Hauler
	Roll-Off Compactor(s), 15 or 30 yd^3	>500 enrollment	Project
	VIP Compactor(s), 2.75, 3, or 4 yd^3**	When required by site restrictions	Project
Mixed Recycling	FEL Dumpster(s), 6 or 8 yd^3	<500 enrollment	DGS/Hauler
	Roll-Off Compactor(s), 15 or 30 yd^3	>500 enrollment	Project
	VIP Compactor(s), 2.75, 3, or 4 yd^3	When required by site restrictions	Project
Organics Recycling	96 gallon cart(s)	Only schools who opt-in to receive organics recycling services	DGS/Hauler

DUMPSTER PADS, DRIVEWAYS, AND LOADING DOCKS

- Garbage trucks have very **limited visibility when backing**. Consider a design that provides an area for a truck to turn around or has a separate exit so a truck can pull forward out of the property after servicing a container.
- Garbage trucks can weigh up to 65,000 lbs. so dumpster/compactor surfaces need to be able to **accommodate this weight load** when being serviced.
- Be mindful of any **overhead clearances**. Wires and building overhangs create additional obstacles to servicing dumpsters and compactors.
- Two of the biggest challenges for managing waste at schools are **illegal dumping** (non-school personnel disposing of waste in front of or inside of school dumpsters) and **parking** (parking in front of dumpsters, blocking access to them). Designs should consider how to prevent these two things from occurring to ensure schools receive regular service.

* Dumpsters are also available in smaller sizes but should only be considered if space is extremely limited

** VIP Compactors are also available in 6yd and 8yd, but they are taller so they should only be used if they are mounted next to a loading dock

FRONT-END LOAD (FEL) DUMPSTERS

FEL dumpsters are a great option for schools with fewer than 500 students. They are easiest for haulers to maintain, repair, and service. Typically, DCPS schools use 6 yd^3 and 8 yd^3 dumpsters, unless there is need for a smaller dumpster due to space concerns.

Dumpsters can be left in an open space in the parking lot/loading dock area or placed behind a dumpster enclosure. Dumpsters should be far enough apart so that someone can access the side doors to safely place materials inside dumpsters.

The turning radius of a 3-axle truck needs to be considered when mapping out the travel path of a FEL truck to service these dumpsters. The truck needs to approach dumpster straight on in order to fork the dumpster and lift it over the truck to empty the dumpster. Trucks require a high overhead clearance order to empty dumpsters, so think about potential overhead obstacles such as wires and overhangs when planning dumpster area.

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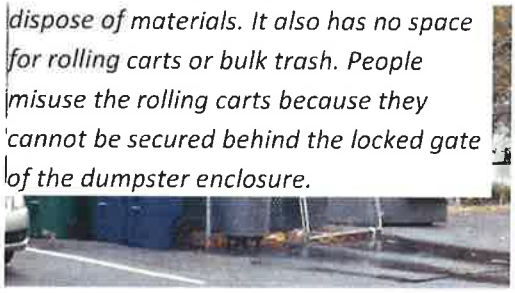
DUMPSTER ENCLOSURES

L dumpsters and 2-4 rolling carts. Dumpster closures should also include a space to store bulk trash, if possible.

- Gates/doors should be lockable. They should swing outwards more than 90 degrees. Doors should also be designed so that they will not accidentally swing inward when trucks or people are servicing dumpsters.

pecific requirements for dumpster enclosure design.

Mann Elementary School: *This dumpster enclosure is too small for side access to dispose of materials. It also has no space for rolling carts or bulk trash. People misuse the rolling carts because they cannot be secured behind the locked gate of the dumpster enclosure.*



Langdon Elementary School: *This dumpster enclosure is too small for both FEL dumpsters and rolling carts, so it is not been used for its intended purpose.*

COMPACTORS

If enrollment is over 500 students, project teams should consider purchasing a set of 15 or 30 yd^3 roll-off compactors. 15 yd^3 compactors will have enough capacity for the majority of schools.

Compactors are great for areas where pests are a big concern. They are also lockable, so neighbors cannot misuse the compactors. For schools with compactors, compactor training for custodial teams will need to be provided during building turnover.

Roll-off compactors require more room to service than a traditional FEL dumpster. Designs should consider the amount of room needed for a truck to back into the compactor, hook it to the truck, and then pull it onto the truck. They will require the same amount of room to return the compactor to the loading dock after emptying it. Like FEL trucks, roll off trucks require a high overhead clearance to service compactors.

Duke Ellington School of the Arts: *The overhang above this loading dock requires that the truck driver drags the compactor out far enough first so that we he begins to lift compactor onto truck it does not hit the overhang. Driver also has to be cautious of the wires hanging above.*

If enrollment is near or over 500 students and space is too limited for roll-off compactors or multiple dumpsters, project teams should consider purchasing a set of FEL/REL vertical (VIP) compactors. These compactors, like FEL dumpsters and rolling carts, can be serviced by front-end loader or a rear-end loader.

When purchasing compactors, both compactors should be the same size. The trash compactor should be gray ("Gray 4200-800" from Marathon's color chart) and the recycling compactor should be blue ("Traffic Blue 4200-307" from Marathon's color chart).

Project teams should purchase the following models: the roll off compactor Marathon RJ-250SC and the VIP compactor Vert-I-Pack Compactor. See Marathon's FAQ website for additional specs, such as the concrete pad and circuit breakers necessary for these compactors.

Things to Consider

Flow: Plan for the flow of materials through the building from separation points to outside disposal containers. How can distances that staff must travel to collect and dispose of waste be minimized? Are there obstacles that might disrupt this route, such as stairs, terrain changes, or small doorways? Where will waste be stored once it is collected? Is this interior storage area(s) sufficiently large, well-lit and well-ventilated? Is the storage area at risk of flooding in an extreme weather event? Will the flow of materials interrupt other traffic, such as student pick-up and drop-off?

Miner Elementary School: *This sidewalk, where the dumpsters are located, is where most students, parents, and voters (school used as voting location) access building in the mornings and afternoons because it provides direct access to cafeteria where students congregate for before and after school. Having a main building access point that requires walking past dumpster area subjects building occupants to potential smells, pests, and safety risks. In theory, the school could move dumpsters further away from the public entrance way, but there is no downgrade slope built into the sidewalk that would enable heavy cans/carts containing waste to be rolled down to the asphalt area.*

Aesthetics vs. Practicality: Built-in waste sorting stations, often installed in school hallways and cafeterias, may look nice but are often not well suited for recycling programs. Some issues associated with sorting stations are that the openings above bins for disposal tend to be too small, too large, or irregularly shaped; the stations are fixed, but the acceptable materials for different waste streams continually change overtime; and the stations create an additional surface for time-constrained maintenance teams to clean and maintain.

Dunbar High School: *The waste sorting station installed in cafeteria has holes in the countertops that were too small for cafeteria trays to fit into. School staff uses books to cover the holes to prevent students from using the sorting station. Additionally, the handles and doors are broken, creating additional work for custodial team to complete in order to maintain aesthetics of sorting station.*

Accessibility: As a general rule of thumb, trash and recycling cans and dumpsters should be equally accessible in rooms throughout building and in loading

docks. The trash and recycling dumpsters/compactors should be equally accessible so that custodial team is not incentivized to use one over the other.

Boone (formerly Orr) Elementary School: *This loading dock only has capacity for one dumpster so the recycling dumpster is located on the other side of the parking lot. Recyclables are more likely to end up in trash dumpster because it's easier and more time-efficient to access. Additionally, this loading dock is tight, so there is not enough room for deliveries and waste disposal to occur at the same time.*

Storage: Schools can always use more storage space. For waste disposal, each floor or wing should have a storage closet that can store the round collection bins that are utilized to collect from room-to-room. Ideally, there should be room in the loading dock garage, the loading dock, or right before the loading dock access door for short-term storage of collection bins, cardboard boxes, and bags of trash. There should also be room for schools to store bulk trash (e.g. broken furniture, construction debris from small projects) because bulk trash cannot be disposed of in normal dumpsters or compactors. Schools need space so they can temporarily store bulk items before they are able to be collected.

Cleaning: Custodial team needs access to a water source and drainage that is compliant with storm water standards in the loading dock in order to clean collection bins, carts, and any messes that may occur during deliveries or waste hauling.

Truesdell Education Campus: *A faucet was installed so that a hose can be hooked up in the loading dock. Custodial teams can use this water access for numerous reasons such as cleaning collection bins and any mess that occurs during services of trash dumpsters/compactors.*

INSIDE THE BUILDING

The project team should purchase and set up equipment around the school building in accordance with the DCPS recycling program. Use the guides below to determine what supplies are needed for each room and supply specifications for ordering supplies.

Use this calculator to determine how many supplies to purchase and use based on your room types. DGS will provide labels and signage but will need project teams to determine how many of each are needed.

BIN SET-UP

Room Type	Container Types	Example
Classroom/office	1. 7 gallon rectangular black/grey trash bin 2. 7 gallon rectangular blue recycling bin with universal recycling symbol	

		
Common areas (e.g. teacher's lounge, welcome center, library)	1. 23 gallon black/grey trash bin 2. 23 gallon blue recycling bin with blue mixed recycling lid **Sample product(s):** Rubbermaid Vented Slim Jim 23 Gal (SKU:1956185) Rubbermaid Slim Jim Recycling Mixed Lid	
Cafeteria	1. 32 gallon black/grey trash bin on wheels 2. 32 gallon blue recycling bin on wheels 3. 32 gallon yellow organics recycling bin on wheels **Sample product(s):** Rubbermaid Vented Brute 32 Gal (SKU:FG263200) Rubbermaid Brute Dolly (SKU FG264000)	
Kitchen	1. 32 gallon black/grey trash bin on wheels 2. 32 gallon blue recycling bin on wheels 3. 32 gallon yellow organics recycling bin on wheels	

Equipment

#	Illustration	Item	Quantity	Use Description
1.		**Trash bin – 7 gallon** desk-side bin; plastic; standard black	1 per room/desk	Place in classrooms, offices, small bathrooms, and other rooms that produce little non-recyclable waste. *Label for trash only. Use black liner.*

2.		**Recycling bin – 7 gallon** desk-side bin; plastic; standard recycling blue with Universal Recycling Symbol	1 per room/desk	Place in classrooms, offices, and small conference rooms. *Label for paper recycling only. No liner.*
3.		**Trash bin –23 gallon** "slim jim" style bin; plastic; black	1 per room / common area	Place in large bathrooms, ECE, art room, library, lobby/entry, locker room, main office, conference room, welcome center, and other common areas generating lots of non-recyclable waste. *Label for trash only. Use black liner.*
4.		**Recycling bin –23 gallon** "slim jim" style; plastic; standard recycling blue with Universal Recycling Symbol	1 (or 2) per room/common area. *Always place directly next to a trash bin.*	Place in large bathrooms, ECE, art room, library, lobby/entry, locker room, main office, conference room, welcome center, and other common areas generating large amounts of recyclables. *Label for mixed recycling. No liner or clear liner.*
5.		**Lid – Mixed Recycling Lid** Fits 23 gal. slim jim-style bin; standard recycling	1 per blue 23-gallon bin labeled for mixed recycling	See: "Recycling bin – 23 gallon"

		blue plastic with slit/hole.		
#	**Illustration**	**Item**	**Quantity**	**Description**
6.		**Trash Bin – 32 gallon** 32-gallon Brute-style bin Height 27.25"; plastic; gray or black.	At Least: 1 per floor/wing + 2 per cafeteria + 1-2 in kitchen	Store in maintenance/recycling closet on each floor/wing for room-to-room collection of trash. Place at least 1 per cafeteria sorting station for collection of trash. Place 1-2 in kitchen for collection of trash. *Use black liner.*
7.		**Recycling Bin – 32 gallon** 32-gallon Brute-style bin; Height 27.25"; plastic; standard recycling blue with Universal Recycling Symbol. E.g.: Continental 3200-1 32 gallon Huskee	1 per floor + 2 per cafeteria + 1-2 in kitchen	Store in maintenance/recycling closet on each floor/wing for room-to-room collection of recyclables. Place 1 per cafeteria sorting station for collection of recyclables. Place 1-2 in kitchen for collection of recyclables. *Clear or no liner.*
8.		**Compost Bin – 32**	1 per cafeteria	***Do not place***

		**gallon** 32-gallon Brute-style bin; Height 27.25"; plastic; yellow	sorting station + 1-2 per kitchen	***yellow bins outside of cafeteria/kitchen area.*** Place 1 per cafeteria sorting station for collection of organics (compost). Place 1-2 in kitchen for collection of organics (compost). *Green compostable liners **only**. (Provided by DGS. Contact DGS.Recycles@dc.gov to request more)*
9.		**Dolly** Twist on/off with 5 wheels to fit 32-gallon Brute-style bin	1 per 32-gal bin	Each 32-gal bin should have a dolly. *(Some schools prefer to use no dolly on cafeteria bins to deter unauthorized relocation)*
10.		**Bucket*** 5 gallon white bucket with handle and volume measurements for liquids (metric preferred). **Extra 5 gallon buckets are common maintenance supplies. Ask maintenance team for a*	1-2 per cafeteria	Place in cafeteria as part of sorting station. *Label for Liquids Only.*

		bucket before ordering new.		
		Strainer		
11.		600 Micron (.023550") Strainer for 5-gallon bucket; white; polyethylene	1 per bucket	Place in 5-gal bucket for cafeteria sorting.
		Labels and Signage		
12.		Labels - Mixed Recycling	1-2 per recycling bin (7 or 23 gallon) for mixed recycling collection	Place labels visibly on front and/or side of container facing out.
13.		Labels - Trash	1 per bin for trash	Place label visibly on front and/or side of container facing out.
14.	 *Represents 1 label of set*	Labels - Cafeteria Sorting Set	1 set per DCPS Recycles! Waste Sorting Station, 2 labels on each bin.	Place on bins and liquid bucket. Set includes 2 of each: Waste, Recycle, Compost, and Liquid labels.
15.	 *Represents 1 poster from set*	Posters - Cafeteria Sorting Set	1 set per DCPS Recycles! Waste Sorting Station	Place on walls above sorting station or other location to inform. Set includes 1 poster for each stream: Waste, Recycle, Compost, Liquid, and Trays.